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ABSTRACT

The reports describe the institutional context, design, and administration of language awareness courses and course components in seven British secondary schools: the Oratory School in Reading, North Westminster Community School in London, the Priory School in Barnsley, Hambrough Middle School in Southall, the Henry Box School in Witney, Oxfordshire, Farringdon School in Sunderland, and Villiers High School in Southall. They include information about program and course objectives, outcomes, materials and activities, and problems or special issues addressed. (MSE)

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Section C

REPORTS OF COURSES AND INITIATIVES IN CORE SCHOOLS

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THE ORATORY SCHOOL, READING
LOWER SIXTH PRINCIPLES OF LANGUAGE COURSE

Headmaster: Mr A.J. Snow
Assistant Master with special responsibility
for Language Awareness: Mr A.J. Tinkel

1. Description of the School

2. Selection and Academic Background of Course Members

3. Aims of the Course

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10. Comments on the Course

    10.1 G Wiley, Esq, Moderator of the End of Course Examination for the Oxford and Cambridge Schools Examination Board
    10.2 J L M Trim, Esq
    10.3 M J Hampshire, Esq, Member of the 1981/2 Course

Description of the school

The Oratory School is an independent Roman Catholic school run by laymen. It was founded in 1859 by Cardinal Newman in Birmingham and is now situated near Reading.

The school contains 360 boys of 13 to 18 years; there are no girls. The main entry is at 13, but there is also an 11 to 13 year old Junior Department of 60 boys. The Sixth Form contains 150 boys and a high proportion go on to further education. The majority of boys are boarders; there are about 80 day boys.

The school is organised on a house system for pastoral purposes. The academic arrangement is in traditional departments with the curriculum centred on preparation for O and A levels.

2. Selection and academic background of the course members

The Principles of Language course is offered as a minority time subject in the Lower Sixth (post-O-level year) and boys are entered for it at the suggestion of their housemaster. The course is run in conjunction with both the English and Modern Languages departments, but the students following it are by no means restricted to these departments as far as their main A level subjects are concerned. Students of Science, Mathematics, Economics, History and Geography are involved as much as English and Modern Languages.

Very few of the students do not have English as their mother- tongue when they enter the school; those that do not are expected to have a good working knowledge of the language. On the other hand a large proportion of the pupils have second language experience through family connections or residence abroad. In school all students study at least one foreign language up to O level. Most study two.

The Principles of Language course is based on a native speaker knowledge of English, but in the context of other language experience.

3. Aims of the course

- By developing the student's awareness of what language is and how it functions, to make him more sensitive to his own and other people's use of it.

- To provide an introduction to the basic principles of linguistic study.

4. Syllabus

The course is designed to last one academic year with three sessions per week of 40 minutes each.

The course has three sections:

(a) Definition of Human Language and Communication:- natural, iconic and conventional signs - voluntary and involuntary communication beyond and alongside language - first language acquisition - animal communication - writing systems and other means of conveying language apart from speech.

The object of this section is to give the student a clearer idea of the difference between human language, human communication and animal communication, as well as to make him aware of the distinction between a human language and the variety of substances in which it may be realised.

(b) Analysis of one Particular Linguistic System - English:-

i. examination of the sounds of standard British English, leading to transcription practice in broad phonemic script - introduction to the speech mechanism and principal speech organs - intonation and stress patterns in English - comparison of English dialect sounds.

ii. the phoneme system and syllable structure in standard British English - syntactic elements of English (morphemic structure and syntactic categories) - syntactic structure (grammatical relations, transformations, embedded and compound sentences, inter-sentential reference).

The object of this section is to give an introduction to phonological and syntactic constraints in English, and through this to show that a language is both a rule-governed, social possession, as well as a possession of creative potential for each individual member of the speech community. The section is also seen as a necessary preparation for the third section of the syllabus.

(c) Examination of Change and Variety of Use in English:-

i. arbitrariness of linguistic signs and its consequences - relationship of meaning and structure - contribution of context and presupposition to meaning - other elements contributing to meaning in language use.

ii. phonological, morphological, syntactic, lexical and semantic changes in English - comparison of variations between British and American English - change in present-day British English - variety within a speech community, bilingualism/multi-lingualism, standard language and dialectal variation, social dialect, idiolect - variety of personal usage - styles of spoken English, registers of spoken and written English and their characteristics.

The object of this section is firstly for students to examine the arbitrary nature of the linguistic sign and the variety of elements that go to make up meaning. Secondly the student will be examining the variety of his own usage and the wide variety of possible usage in English, based on geography, activity and social context.

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5. Method

The presentation is centred as much as possible on the student's own knowledge of his mother-tongue. He is led to think about each aspect

of the syllabus by exploring examples of it in use. The emphasis is on handling problems that guide the student to think for himself about the aspect of the course they are designed to highlight. The questions in the written papers of the end of course examination are examples of such problems.

6. End of course examination

At the end of the course the students sit an experimental AO level examination administered and certificated by the Oxford and Cambridge Schools Examination Board. The initial three-year trial period for the examination began in 1981/2.

The examination has two parts:

i. an extended essay of up to 2500 words on a related topic chosen by the student and approved by the moderator;

ii. a written paper taken under examination conditions (3 hours). In 1984 candidates will be obliged to answer at least one question on each section of the syllabus.

7. Examination written papers for 1983 and 1984

OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD

GENERAL CERTIFICATE EXAMINATION

ALTERNATIVE ORDINARY LEVEL
8632/1

PRINCIPLES OF LANGUAGE

(The Oratory School) Tuesday, 14 June 1983. 3 hours

Answer four questions

1 Signs

You have received a commission from the Ministry of Public Affairs of the state of Owdnegrin to design various emblems for this new nation, which is due to gain full independence in 1984. You have been told that the new country has eight major languages, which are mutually incomprehensible, and that there is a high rate of illi-

teracy amongst the racially mixed population. The country has been administered up to now under a United Nations mandate. After independence it will be run as a socialist one-party state, but will be non-aligned in its relations with other countries. The economy of Owdnegrin is based on the exporting of tea and sunflower seeds for oil, but there is a deposit of diamonds in the south-west of the country and extensive fishing potential, both off-shore and in the River Owd.

What proposals would you submit for emblems in five of the following cases? Make a sketch drawing in each case and indicate briefly whether you consider your design to be completely arbitrary, or whether it has some pictorial link with the concept it represents. Mention any special difficulties you encounter in choosing any emblem.

(i) the national flag

(ii) the seal of state

(iii) the single political organisation of the state - the Party of the Owdnegrinan People

(iv) the national oil agency that has the sole right under Owdnegrinan law to market petrol

(v) the national agency controlling all imports and exports

(vi) the small but important state railway network

(vii) the national airline - AirOwd

(viii) the tourist board set up to attract visitors from North America and Western Europe

(ix) the design on the 50 bongo note (25 bongos = £1 sterling)

(x) the national radio and television service

2 Communication and Language

Answer both parts of the question.

(a) Look at the following descriptions of gestures used by speakers of English, either independently or as an accompaniment of speech.

State what meaning you would attach to each gesture and how far

your understanding of the gesture would depend on the context in which it is made. Explain in addition whether you consider the gesture to be an example of an indexical sign (having an automatic link with its meaning, e.g. drooping eyelids indicating tiredness), of an iconic sign (having a pictorial link with its meaning, e.g. beconing someone to come) or of an arbitrary sign (having no apparent link with its meaning).

Where the gesture could convey more than one meaning, you should consider the possible alternatives.

(i) closed eyelids

(ii) right index finger placed over closed lips

(iii) the tops of the fingers and thumb of the right hand brought together, moved to the mouth, kissed then opened out as the hand is taken away

(iv) sucking-in air through clenched teeth

(v) raising the right index finger and keeping the other fingers and thumb against the palm of the hand

(vi) clenching the right thumb under the right fingers

(vii) lifting the eyebrows and narrowing the eyes

(viii) hand extended, palm downwards, and moved up and down

(ix) making a clicking noise with the thumb and third finger

(x) the tips of the fingers and thumb of one hand placed against those of the other hand in front of the chest

(b) State briefly how, in your opinion, the communication taking place in the examples of Part (a) of the question can be distinguished from communication that takes place through language.

3 Speech and Writing

Look at the following words of Welsh, which are pronounced like their English equivalents, and then answer the questions on them below. You may assume for the purposes of this question that there are no silent letters in written Welsh and that each sound in the language is represented by a different letter or pair of letters.

ffilm, sigaret, fforc, fôt, siop, coffi, drŵr, tacsi, plismon,

ambiwlans, potel, tebot, siwgr, eroplên, beic, nofel, bwced, fandal, cwcw, bws, drwm, niwclear,

(i) Write down in phonetic script the sounds represented by 's', 'ff','c','si' (plus vowel)

(ii) English spells 'bottle' with 'b', 'teapot' with 'p', 'bucket' with 't'. Welsh spells 'potel' with 'p', tebot with 'b', 'bwced' with 'd'. Explain, using terminology of articulatory phonetics, the connections between 'b' and 'p', 't' and 'd' that lead to these changes

(iii) In some of the Welsh words given above the vowel 'w' occurs. In the English RP equivalents of those words three different vowels are found, e.g. in 'bus', 'drum', 'sugar', 'cuckoo', 'nuclear'. Write down the three vowels in question in phonetic script and plot their position on a vowel quadrilateral

(iv) The diacritic ‿ in 'fôt', 'drôr', 'eroplên', indicates lengthening of the vowels. The RP English equivalent vowels are pronounced as dipthongs. Plot the three dipthongs on a vowel quadrilateral and write them in phonetic script

(v) Give one example from the above list of Welsh words that will fit each of the following:

(a) beginning with a voiced labio-dental fricative

(b) beginning with a voiceless velar plosive

(c) beginning with a vowel close to primary cardinal vowel 2

(d) beginning with an alveolar nasal

(vi) The letters 'dd' at the end of 'Caerdydd' (Cardiff) represent a voiced dental fricative. Give a phonetic symbol for the sound.

4 Phonetic Transcription

Write a phonetic transcription of the following passage.

"To revert to this driving test....," said Treece.

"Well, as I say, you mustn't feel too disappointed if you don't pass first time. They throw the book at you. They failed me for not giving proper signals. I was sticking my arm out as far as the bloody thing would go. But no, they expect you to lean so damn' far out of the car that the examiner has to hold on to your feet. They just don't like passing people".

"This is only a bicycle," said Treece.

"It makes no odds, old boy," said Merrick. "They're even worse with those things."

Malcolm Bradbury - Eating People is Wrong

5 Intonation and Stress

The following sentences have been printed with markings to indicate intonation and stress, but without any punctuation. Give a reading to each sentence that would correspond with the markings and explain your reasons.

(i) I don't think that is what Mrs. Alsop meant

(ii) He's bringing fifteen hundred

(iii) Go away and think about it

(iv) The river is rising fast

(v) There is no need for you to worry

6 Morphemic Analysis

Answer both parts of the question.

(a) Look at the following prefixes and suffixes. State briefly a definition for each one, suitable for inclusion in the Oxford English Dictionary, and consider what constraints exist on their use.

—ment, —s (plural marker), anti—, en—, over—.

(b) Consider briefly what difficulties arise when analysing English from the viewpoint of the morpheme -- the minimal unit of meaning. Give examples to illustrate your answer.

7 Syntactic Elements

Answer all parts of the question.

(a) Look at the following expressions and say whether the underlined adjective is being used in a restrictive or non-restrictive sense.

(i) A lenient bank manager

(ii) No artificial colouring

(iii) My dear mother

(iv) The rare natterjack toad

(v) His favourite left foot

(b) Look at the following adjectives and state which, in your opinion, can be used both attributively and predicatively and which can only be used in one of these ways. Give your answers in the form of example sentences.

frequent, best, principal, afraid, pleasant, eventual, holy, red, liable, former

(c) The following adjectives have both restrictive and a non-restrictive meaning when used attributively, but the restrictive meaning only is acceptable when they are used predicatively.

perfect, poor, sheer, real, certain,

Explain this difference in meaning and illustrate your answers with example sentences.

8 Syntactic Structure

Analyse the syntactic structure of each of the following sentences.

(i) Bonzo brought me the paper in his teeth

(ii) I know you said you were sorry

(iii) My next-door neighbour must have bought a new stereo

(iv) Last night's wind blew down the fence and uprooted an elm

(v) Stopping his pocket money has no effect nowadays

9 Syntactic and Semantic Ambiguity

Answer both parts of the question.

(a) Compare the following pairs of sentences. Their construc-

tion appears to be the same on the surface, but the native speaker knows instinctively that there is a different relationship between the words in each case.

Paraphrase the two sentences in each pair. Identify where the difference lies that causes these structures — similar on the surface — to contain different relationships between their components underneath. Ignore any question of stress.

(i) They are running shoes
They are running water

(ii) It was propping up the wall
It was growing up the wall

(iii) The Swiss were impatient to see
The Swiss were obvious to see

(iv) They were bound to ask
They were bound to trees

(v) The girls can peas for a job
The girls can try for a job

(b) Look at the following five sentences. They all have more than one possible reading. Briefly identify two readings for each sentence and explain the nature of the ambiguity, with particular reference to the words or structures involved. Ignore questions of stress.

(i) He appeared to disprove the rumours

(ii) The men were tearing up the road

(iii) I wasn't looking at the time

(iv) He watched the school play

(v) They are breeding sheep

10 Regional Dialect Sounds

Consider how you would expect each of the following words to be pronounced in the speech of the region printed in brackets after it. Then plot the vowel in each of the ten words on a vowel quadrilateral.

(i) round (Berkshire)

(ii) call (London)

(iii) beer (Norfolk)

(iv) that (Bristol)

(v) eight (South Wales)

(vi) side (West Midlands)

(vii) glass (Yorkshire)

(viii) bear (Liverpool)

(xi) house (Tyneside)

(x) man (Belfast)

11 Styles of Language Use

Answer both parts of the question.

(a) Mr Parnell has been plagued by carol-singers all evening. When the sixth group knock on his door, he decides not to give any more money. Write down what you consider his actual words were likely to be, when telling five of the following that he was not going to contribute.

(b) Arrange your five answers in order, ranging from the most formal to the most informal, and comment briefly on the lexical and syntactic changes involved. Write about 50 words in each case, to cover both Mr Parnell's words and your analysis of them.

(i) the vicar and the church choir

(ii) his next-door neighbour whose ladder he wants to borrow in the morning

(iii) his other next-door neighbour who always plays his stereo too loud too late at night

(iv) three scruffy-looking boys singing out of tune

(v) his drinking mates from the Hat and Feathers

(vi) uniformed nurses from the local hospital

(vii) his wife on his way to open the door

(viii) two young girls with a dog that is trampling on his prize Christmas roses

(ix) members of a political party he would never vote for

12 Register

Read the following extracts of written English. Give a probable context of use for five of them. In each case, give lexical and syntactic reasons for the context you suggest.

(i) They've now taken just eight points from a possible 30 over the last ten matches, leaving the clouds over Elm Park very, very dark indeed.

And yet, what else could you realistically expect from a Royals side so cruelly shorn of any substantial experience or class?

With eight first-teamers sidelined due to injury, Royals manager Maurice Evans was forced to draft in no fewer than four part-timers.

(ii) This man, who was now travelling with us in our car, was the same stranger whom I had seen with my father the day before in the street. He answered politely my father's questions and from time to time wrote down on a piece of paper different things about which my father spoke to him.

(iii) No interest will be charged on the amounts of purchases repaid by the cardholder and credited to the account within 25 days of the date of the statement of account on which those purchases first appear. The daily balance of any such amounts outstanding at the end of the 25 days period will be charged interest from that statement date and will continue to be so charged until full repayment is credited to the account.

(iv) I had gained the impression that you would be prepared to support the appeal in the financial sense, and I wonder if you are now in a position to develop your intended gift, ideally as a Deed of Covenant.

(v) For the ten long years of the Gaullist regime, the workers witnessed the impotence of the traditional reformist forms of struggle: parliamentary skirmishes, "demonstrative" strikes, uninspired marches, and so on. The social crisis submitted all methods and all doctrine to a searching and merciless examination.

(vi) Let us adopt, tentatively, the theory of the base component sketched in Para 4.3 of Chapter 2, and continue to use the fragment of Para 3, Chapter 2, appropriately modified to exclude sub-categorization rules from the categorical component of the base, as an illustrative example of a grammar.

(vii) No ifs. No buts. No surcharges.

(viii) Now, largely through the recommendations of friends, over 10 million people throughout the world insist on Glittomesh.

(ix) I do nobody no harm, I say none harm, I think none harm, but wish everybody good. And if this be not enough to keep a man alive, in good faith I long not to live.

(x) I enclose a letter I got a little while since from Fry, one of the men you saw with me at Henley. I don't know Pegg personally but Fry has a good nose for a decent sort of chap and therefore I expect there is something in this one.

OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD

GENERAL CERTIFICATE EXAMINATION

ALTERNATIVE ORDINARY LEVEL
8632/1

PRINCIPLES OF LANGUAGE

(The Oratory School) Tuesday, 12 June 1984. 3 hours

Answer four questions, one from each section and one other.

Section I

1 Signs

You have been asked by a publishing company to supply a set of designs depicting different states of the weather. The designs are to be used in a project for standardised weather forecasting in Europe.

What designs would you submit in each of the following cases?

-cloudy, showery, fog/mist, strong S.W. wind, frost, hot, humid, gentle breeze, sunny intervals, drizzle.

In each case either make a sketch drawing or give a brief description of your idea for a design. Then indicate whether you consider the design to have no apparent link with its meaning or whether you see some pictorial link existing. Mention any special difficulties you encounter in choosing a design.

You may base your answers on designs that are already familiar to you from television, printed sources or elsewhere.

2 Communication and Language

Answer all parts of the question.

(a) Describe five sounds made by the mouth which are gestures, not speech sounds. State a meaning for each one.

(b) Describe five gestures that involve use of the hands only. State a meaning for each one.

(c) Describe five gestures that consist only of a facial expression. State a meaning for each one.

(d) Describe five gestures that are made by parts of the body other than the hands and face. State a meaning for each one.

(e) With reference to the examples you have quoted above:-

(i) illustrate the difference in your view between iconic signs that have a pictorial link with their meanings and arbitrary signs that have no apparent link;

(ii) consider how important context is in avoiding ambiguity;

(iii) distinguish communication that takes place through language from communication that is taking place in examples quoted by you in Parts (a)-(d) of the question.

3 Phonetic Transcription

Write a phonetic transcription of the following passage.

'Benson, what's this about your leaving?'
'I was cross last night, Mr Basil. I couldn't ever leave

Malfrey and Mrs Sothill ought to know that. Not with the Captain away, too.'

'Mrs Sothill was very upset.'

'So was I, Mr Basil. You don't know what those Connollys are. They're not human.'

'We'll find a billet for them.'

'No one will take the Connollys in these parts. Not if they were given a hundred pounds.'

'I have an idea I owe you some money.'

'You do, Mr Basil. Twelve pound ten.'

'As much as that? Time I paid it back.'

'It is.'

'I will, Benson.'

'I hope so, sir, I'm sure.'

4 Intonation and Stress

Answer all parts of the question.

(a) A recent television commercial for beer had a dialogue consisting entirely of the word 'well', spoken with different pitch patterns to convey different meanings. Look at the ten contexts outlined below in brackets, recapturing this dialogue, and put an appropriate tonetic mark on the word 'well' for each context.

(i) "Well." (John, Harry and David meet one another unexpectedly in the pub.)

(ii) "Well." (John asks the others what they want to drink.)

(iii) "Well." (David can't make up his mind.)

(iv) "Well." (Harry wishes the others 'Good Health'.)

(v) "Well." (John sees a pretty girl.)

(vi) "Well." (David is surprised to see the others drink so fast.)

(vii) "Well." (But asks them if they want another.)

(viii) "Well." (Harry hesitates.)

(ix) "Well." (John says, 'Why not?'.)

(x) "Well." (After the second round they all agree it's time to be going.)

(b) Write out the following words, marking the position of

primary and (where applicable) secondary stress in RP pronunciation:-

-pejorative, compulsory, electrification, uncooperative, disestablishment, symposium, misled, deteriorate, reminiscence, anti-corrosive.

(c) Give five examples of words that alter their stressed syllable, depending on whether they are used as a noun or a verb, as for example 'an object', but 'to object'.

Section II

5 Word Structure

Each of the following words are made up of smaller units of meaning. State what those smaller units are, give their meaning and mention any special problems you encounter in splitting up any of these words.

-reactivated, uncritically, privatisation, remembrances, watchmen's.

6 Word Classes

Answer both parts of the question.

(a) Look at the following sentences. Each sentence is ambiguous out of its context because a noun used in it can belong to more than one sub-class of noun. Give a brief paraphrase of two possible readings of each sentence resulting from interpreting a noun in two different ways and state the two sub-classes of noun involved in the ambiguity.

(i) He needed the shade.

(ii) She went into the church.

(iii) His resolution won the day.

(iv) I was upset by his lip.

(v) Ruby is my favourite.

(b) The following sentences contain the same kind of ambiguity as in Part (a), but this time involving different sub-classes of verb. Give a brief paraphrase of two possible readings of each sentence and state the sub-classes of verb involved.

(i) They are cooking.

(ii) The lamb felt cold.

(iii) Does he mix well?

(iv) He is trying.

(v) She goes to church on Sunday.

7 Syntactic Structure

Analyse the syntactic structure of the following sentences:-

(i) The waiter brought us the coffee on a tray.

(ii) We believe the man you hired is no good.

(iii) The outcome could have been different with greater planning.

(iv) The best way of conserving oil is to make better use of it.

(v) What he talks about has never really happened and never will.

8 Figures of Speech

The following sentences contain examples of oxymoron, metonymy, synecdoche, transferred epithet, pathetic fallacy, paradox, metaphor, simile, personification, assonance. Identify a figure of speech in each of these sentences and explain the special use of language that has produced it.

(i) He gets his retaliation in first.

(ii) The White House has issued a statement denying the rumour.

(iii) He switched on the box to watch the News.

(iv) Thank you for your kind letter.

(v) I'll give you a definite may-be.

(vi) The sun smiled down from a blue sky.

(vii) The deed cries out for vengeance.

(viii) My heart stirred at the word of a bird.

(ix) Someone rammed the back of my car.

(x) He has as much imagination as a cold fried egg.

Section III

9 English Dialect Sounds

Consider how you would expect each of the two words below to be pronounced in the five English accents printed in brackets after them. Then plot the different vowels in the case of each word on a vowel quadrilateral. Use at least two quadrilaterals - one for each word - for the sake of clarity.

(i) house (Somerset, Berkshire, Cockney, Tyneside, Belfast)

(ii) mate (Cockney, Yorkshire, S.Wales, RP, Southern Irish)

10 American English

Answer all parts of the question.

(a) Write the following in phonetic script as you would expect them to be pronounced in a General American accent:-

-clock, pass, talk, door, free, star, fed, burn, care.

(b) What words would you expect a British English speaker to use instead of the following American English ones:-

-gasoline, sneakers, two weeks, intermission, drapes, to mail, (car) trunk, subway, garbage, truck.

(c) Consider the ten words in Part (b) and state:

(i) which words you might expect to hear regularly used in British usage (leaving aside imitation) and whether they would be restricted to any particular groups of speakers;

(ii) which words you include in your own regular usage and whether they are used as replacements for or alongside the British equivalents. In the latter case do you make any distinction between the British and American words in your use of them?

11 Style of Language Use

Styles of language use are frequently measured by means of a five-point scale which range from the frozen-formal through the semi-formal, the straightforward-normal and the colloquial-familiar to the slang, as for example in the case of 'horseless carriage/ motor vehicle/car/motor/wheels or banger'.

Choose five words of English which have similar variants, ranging form the frozen-formal to the slang. State the variants in each of the five cases, arrange them in order from the most formal to the most informal and mention briefly any special points of note in each case.

12 Register

Read the following extracts of written English. Give a probable context of use for five of them. In each case give lexical and syntactic reasons for the context you suggest.

(i) The Social Service workers in Bonn working with young people were very anxious to embark on the exchange with their opposite numbers in Oxford and this seemed now to be a distinct possibility.

(ii) Should be qualified primary teachers and/or graduates in a relevant discipline. Fluency in spoken and written Gaelic essential.

(iii) This brings the best of good wishes to you
For good luck and success in all that you do.

(iv) Passing through here - very pretty with well-preserved seventeenth-century houses and buildings of various kinds. Rather touristy and v. pricey. Weather indifferent.

(v) ... and I am particularly delighted to welcome him into our midst, as I have known him for some years - when he first joined the Scouts in Basingstoke (where amongst other things I was Group Scout Leader - you didn't know that, did you!).

(vi) No club may allow any of its places in the Race to be used by any crew from another club or allow any of its own crews to row in another club's place.

(vii) He wants not friends that hath thy love
And may converse and walk with thee.

(viii) Sheared my mongrel dog Rover, and made use of his white hair in plaster for ceilings. His coat weighed four ounces. The N.E. wind makes Rover shrink.

(ix) Cash in lieu of holiday cannot be claimed.

(x) "Who the 'ell's been sleeping in my bed?" said Father Bear; "The bleeding little nymphomaniac, Goldie Locks," wagered Mummy Bear. "Why, the two-timing, double-crossing no-good," murmured Baby Bear. Then they all switched over to Channel 2.

Titles of Students' Extended Essays

1983

Aguilera	Change in the Italian language with specific comparisons between usage of Dante and the corresponding usage in the contemporary Italian standard (Tuscan)
Avison	An outline of speech problems encountered by patients recovering from strokes
Brown	An introductory survey of deaf and dumb communication through signs
Cook	A comparison of the vowel sounds of standard British English and those of Caribbean - particularly Trinidadian - English
Davies	A review of attempts to teach primates to communicate by means of language
Greenwood	An examination of attempts to teach primates communication through language with special reference to the experiment with Koko the gorilla
Hayward	A survey of systems of communication of different animal species
Johnson	A comparison of the speech sounds of standard Dutch and standard British English
Lee	A consideration of animal communication with special reference to von Frisch's experiments with bees
O'Malley	A consideration of ways in which the human body is used to convey meaning, either consciously or unconsciously
Pover	A survey of different systems of communication used by the deaf and dumb.
Simpson	An outline survey of the usual stages by which a child acquires its first language up to the age of five
Smith	Communication between human and animal with particular reference to the experiment of Joseph Beuys
Snook	Animal communications with particular reference to experiments with dolphins

1984

Carter	Voluntary and involuntary human communication outside language.
Cassidy	A comparison between the vowels of RP and Australian English pronunciation.
Clements	An introduction to human communication that takes place beyond the limits of language.
Groves	A survey of the development of writing systems.
Henderson	Communication techniques used in advertising.
Hopkins	A survey of Indo-European language groups.
Hely	Communication through facial expression and hand movement with particular reference to practice in South-Eastern Europe.
Lee	Runes.
Lonsdale	A comparison of the vowels of RP and West Midlands English pronunciation.
Morgan	Change in English based on a comparison between modern English usage and the language of John Donne's poems.
Olszowski	A comparison between the sounds of RP English and Castilian Spanish.
Pope	Rhyming slang.
Powell	A survey of different kinds of language games and play, either for humourous effect or with more serious intent.
Regnart	Non-linguistic and paralinguistic communication through gestures.
Sutherland	An introduction to different varieties of language use in English.
Verdon	A survey of dialect usage in the district of West Morley in Yorkshire

The Oratory School

Oxford & Cambridge Schools Examination Board

AO Principles of Language Examination

	Number of Entries	Attempts at Questions												Grades Achieved			
		1	2	3	4	5	6	7	8	9	10	11	12	A	B	C	D/
1983	14	8	8	4	6	6	1	-	4	5	1	10	3	1	7	6	-
1984	16	13	4	6	3	4	9	3	-	-	6	6	10	2	4	7	3

10. Comments on the Course

10.1 Comment by G WILEY, Moderator of the AO examination administered and certificated by the Oxford & Cambridge Schools Examination Board in connection with the course.

An Examinations Board, however willing it is to play its part in encouraging innovation, approaches the examining of new courses with some caution. Are the skills to be tested and the body of knowledge to which they relate adequately defined and appropriate to the students? And if they are, how should they be examined?

The overriding aim of what Tony Tinkel proposed was that the students' own use of language and their sensitivity to the use of language in general should be advanced. The Open University attempts something like this and a number of polytechnics and universities have degrees or part degrees in Linguistics. How far was it possible to devise something which was relevant and accessible to post 'O' level students?

In the first place, it seemed sensible to have an extended piece of work, a long essay in which the student could pursue a particular aspect of language which interested him and which gave him scope to utilize the knowledge and the skills acquired on the taught course. That most students would rely on secondary sources did not seem important.

The examination paper, which we agreed was desirable, was more difficult. It had, of course, to examine the syllabus, which was reasonable if ambitious, and, given the breadth of the syllabus, we had to ensure that the questions on different areas were of more or less comparable difficulty.

Having followed this pattern for two years, we can say that the extended essay has worked as well as we hoped it would. The best candidates have shown evidence of lively interest in some aspect of language and considerable industry, producing work which would not disgrace older students committed to more advanced study. There have, of course, been a number of limited, if worthy, essays.

Similarly, the quality of the examination work has been generally high. Students have obviously enjoyed mastering phonetic transcription and analysing elements of non-verbal communication, but they have also come to terms with the linguistic complications of different modes, of shifts in style and of the variations of register which we encounter and use.

What is proved, I think, is that all these things can be taught at quite an advanced level to students aged 16 to 17 and that they can be enjoyed by them. It is also true, though some might doubt the

relevance of this, that these skills and this knowledge can be sensibly examined. The more difficult question, that of how far the students' own response to and use of language has benefited, remains more difficult to assess.

10.2 Note by J L M TRIM

I have worked together with Anthony Tinkel on the introduction of the concepts and methods of linguistics into sixth-form studies for a number of years since he followed the postgraduate course in linguistics and applied linguistics under my supervision in Cambridge in the 1970s. I have discussed the methods and materials which he has used at all stages though, of course, the responsibility for the decisions taken and the credit for the successful introduction of the course are entirely his.

I have been privileged to give a class on English intonation to his class in two successive years. I found the students alert and committed, responding quickly and easily to the conceptual content as well as the perceptual challenge. I have been glad to see that the students have maintained a high degree of motivation and enjoyment throughout the course and that the AO requirement has proved to be well within their compass. They have responded particularly well to the notion that they are engaged in an investigation of something which is already deeply imbedded in them, though not at a conscious level. It has been a voyage of inner discovery rather than an acquisition of external facts. It has also been interesting to note that the topics which they have elected to write on have in many cases been those which place language in a broader communicative framework, i.e. properties of linguistic systems in relation to other human signalling systems and animal communication systems. This seems to confirm that the narrower language awareness should be regarded in schools as part of a process of communicative awareness which may involve a number of disciplines across the curriculum.

The Oratory experiment now seems to be well-established and to be going on to the stage where the transferability of the syllabus to other schools is investigated. I look forward to the publication of Anthony Tinkel's book with its rich apparatus of self- explanatory exercises but can see no reason why other teachers should not be equally successful in introducing the subject into sixth-form work.

10.3 Comment by M J HAMPSHIRE, student of the course in 1981/2

It was with a mixture of curiosity and trepidation that our class approached the Principles of Language course for the first time. However, as we began to grasp the ideas, the 'guinea pig' feeling was replaced by the interest which invariably stems from a student's realization that he understands something new.

It was probably for this reason that one of the elements of the course which generated the most interest was that of phonetic script. A major criticism of the course would have to be the emphasis placed on the learning of phonetic script. Granted it is invaluable in expressing differences of pronunciation on paper, but it assumed the importance of being practically a language in its own right, with at least one question in the examination being concerned with translation into phonetic script. With all due respect, it is not difficult to obtain a good mark on this question, simply by learning a few dozen symbols. Similar criticism must be aimed at the questions on 'signs' which, given an understanding of the concept of arbitrariness, could be answered by someone with no experience of the Principles of Languages course whatsoever.

The above criticisms are largely related to the examination itself which, in fairness, it should be pointed out, copes fairly well with incorporating the multifarious aspects of the course. However, I feel that the course might have benefited from a more detailed examination of the origins of language. Placing more emphasis on such topics as the Great Vowel shift and Grimm's Law would give students a greater idea of the evolution and the foundation of the rules of language, and hence would encourage a greater sensitivity in their own use of language.

This sensitivity is the most important feature of the course, since the students came to achieve a greater awareness of register, of ambiguity, and of the use (and misuse) of language. Effectively this means the students pause to consider that which before they took for granted. To this end the elements of syntax and semantics are among the most important features of the course.

The extended essay in many ways offsets the difficulties of preparing a written examination paper, because it gives the student time and space to demonstrate his understanding of the principles of language, while at the same time writing about a subject of interest to him, so that he is not simply exchanging answer for question, but is able also to introduce his own views and experience.

To conclude, I would like to say that in my view the course has proved to be a successful experiment. As the course stands, the main aim - instilling in students a greater sensitivity to the use of language - has been achieved, and, despite one or two criticisms, it has been fairly effectively tailored to enable a valid examination to be set.

A NEW APPROACH TO LANGUAGE STUDY AND LANGUAGE AWARENESS IN A MULTILINGUAL SCHOOL AT NORTH WESTMINSTER COMMUNITY SCHOOL, LONDON

Head: Michael Marland CBE
Head of Languages: Sol Garson
Deputy: Cathy Pomphrey

1. The Background

1.1 The School
1.2 Aims of the curriculum
1.3 Aims of language policy
1.4 Prerequisites for a radical change of language policy

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Appendix

A visitor's impressions of a lesson in the World Languages Project

1. Background

1.1 The School

North Westminster Community School was created in 1980 by amalgamating three existing schools to serve a community covering a large part of Marylebone and Paddington and beyond. It is a co-educational, non-selective school, 11 to 18, whose pupils come from a rich and diverse range of cultural backgrounds, ethnic origins, religious beliefs, social and family patterns and mother tongues. A recent count showed some 55 different languages spoken by

pupils in the school. Some ten forms (300 pupils) are admitted each year at age 11, of whom 48% do not speak English at home. A high proportion of the intake qualify for remedial courses in English. Movement in and out of the area is higher than usual. The school has to cater for a large number of late entrants. Staffing is not ungenerous and a flexible policy regarding 'setting' of pupils is therefore possible.

1.2 Aims of the curriculum

From the outset the school was determined that the curriculum should reflect the diversity of the community it serves and make a positive contribution to 'exploding the ethno-centricity' which the school prospectus sees as 'the common mould of much of British education'. In the words of the prospectus: 'The curriculum should both learn from the range of cultures....represented in our area, and contribute to an understanding of them. This will mean that....topics, examples and materials studied (should be) truly representative. The curriculum will also have to be flexible, responding appropriately to changes in the composition of the communities. Every facet of the curriculum will thus be affected by our being a community school, some only modestly, but others radically, such as language (including mother tongue teaching)...'

1.3 Aims of language policy

Specifically on the language curriculum the Head of Modern Languages sets out the school's aim as follows:

'Linguists....have to begin to accept that bilingualism (in pupils) is an asset rather than a handicap. The Modern and Foreign Languages Departments of most urban secondary schools have been standing aside from this linguistic wealth, declining to make any attempt to exploit it. ....Our language department felt professionally obliged to take a very close look at its contribution... At the latest count there were over 55 different languages represented amongst our pupils. Such a multi-ethnic, multi-lingual intake is beneficial to a languages department and to all pupils...yet not many linguists have dared to allow this to interfere with the limited scope that their own language specialism and.... training have imposed on them. Our programme avoids this entrenchment by deliberately questioning some traditional educational principles'.

Mr Garson goes on to quote the senior ILEA Languages Inspector, who while stressing the need for experiments to be carefully projected and planned, believes that there is a need to challenge the following traditional, orthodox assumptions:

1. that 5 and 8 years are required to reach acceptable standards of foreign language acquisition.

ii. that the period of study of any subject in the curriculum must be continuous.
iii. that French is the language that 9 out of 10 British children will eventually need.
iv. that confusion will arise from the study of the early stages of several languages ('The Dutch I have met do not mix their German, French and English').
v. that our vast force of French teachers is capable of teaching only the language it has graduated or is certificated in (from: ILEA responses to Current Modern Language Issues, Modern Language Bulletin, Summer 1982).

The NWCS programme, Mr Garson stresses, 'is not a panacea'. 'Every school is different and may well have different needs... the NWCS experiment is only a beginning...variations and improvements...and even more radical programmes may be taken up by schools trying to reflect diverse intakes and exploit their own specialisms.'

1.4 Prerequisites for a radical change of language policy

If the school was to depart from a monolingual, Euro-centric language programme, Mr Garson stresses, more was needed than merely the approval of the Head of the school and acceptance by all language teachers.... It required the following:

i. Total cooperation from the Director of Curriculum and the timetabler
ii. Advice from and exchange of ideas with the English as a Second Language Department
iii. The injection of non-European literature into the library
iv. The inclusion of clearly stated objectives in the multi-ethnic policy of the school
v. The assistance of non-language specialists in passing information and encouraging pride in and respect for mother tongues and their continued study
vi. The involvement of representatives from the community
vii. Advice and assistance from the school's monitoring and evaluation committee
viii. Ratification by the school governing body of the language policy

'Only if all the above accepted collective responsibility could the inspectorate give the go-ahead to a programme as a serious educational proposition.'

2. <u>The New Languages Scheme</u>

The New Languages Scheme initiated in September 1980 had three elements:

i. A policy for the teaching of ethnic minority mother tongues.

ii. A new approach to the teaching of foreign languages.
iii. A 'world languages project' as part of an 'awareness of languages' programme.

2.1 Mother tongue provision

The school catchment area is, in the Head's words, ' a veritable Tower of Babel'. Among the 55 languages represented in the pupil population the most common are: Spanish and Portuguese, followed by Greek, Italian and Serbo-Croat. Other mother tongues strongly represented are: Arabic, French, Cantonese, Bengali, Turkish, Yoruba and Farsee.

The school's attitude towards mother-tongue provision is governed by the belief that racism shows itself in a school's whole approach to non-standard dialects and accents, and to the mother tongues of minorities. It can also be seen in failure to acknowledge the needs of bilingual pupils. There is increasing evidence that reinforcing competence in the mother tongue assists the learning of English and fostering of learning in general and in the development of communicative skills. The school's policy is therefore to try to give all its bilingual pupils access to continued study of their mother tongue. The provision of mother-tongue teaching is of three kinds:

i. self-financing outside groups use the school premises outside school hours, providing their own teachers and making the classes available to pupils from the school. In this way Spanish and Portuguese are offered by the education departments of the Spanish and Portuguese consulates and Arabic and Bengali by cultural bodies and parent associations.

ii. the school directly employs language teachers under the terms of the Urban Aid grant. Teachers of Cantonese, Bengali and standard Arabic (for Moroccan children) give 4 sessions each outside school hours, ranging from basic literacy to advanced work for public examinations.

iii. for pupils whose needs are not catered for under i. and ii. above the school language department offers an advisory service, putting pupils in touch with outside classes and arranging individual tuition by liaising with embassies and using help offered by members of the public. Guidance is also given on mother-tongue examinations, papers are set and correction is arranged.

In addition there is, in the 'World Languages Project' (see below), a unit on mother-tongue maintenance and the Linguistic Minorities Project video (filmed with NWCS pupils) is used as part of the induction programme for new intakes.

Furthermore teachers of the mother tongues are involved in con-

tinuing discussions and interchange of ideas and in the elaboration of schemes and materials for the teaching of languages.

For this purpose a member of the modern languages team is appointed specially to liaise with mother-tongue teachers. This is regarded as essential if the work is to be done properly and to have status with the community and with outside groups whose support is needed.

2.2 A new approach to foreign language teaching

In an early discussion paper on foreign language policy the Head saw the problem in this way:

'The major cultural and general educational arguments for the teaching of languages seem hardly to be met if there is no access to non-European languages. Indeed the traditional concern with the language of one of our nearest neighbours, a country which by global comparisons is very similar to ours, could be seen as a major contribution to the existing ethno-centricity of British education... Can we call a person educated for the 'global village' of today if he or she has no idea at all of at least one non-European language? In the ILEA, the Inspectorate and teachers have worked hard to break out of the ethno-centricity of previous curriculum work by such developments as the World History Project and integrated studies packs. In languages the related response is surely to include some work with a non-European language.'

But how was this to be done? The Head's initial proposal was to introduce all pupils to four languages in their first two years in the school, one of which would be Arabic, the others Spanish, German and French.

After some discussion it was decided to limit the languages offered in the 'Language Foundation Course' in the first two years to the three European languages and to provide the 'non-European' language experience in a quite new way, through the 'World Languages Project' (see 2.3 below).

In the early discussions which led to this plan a key item was a paper by the Head which set out four possible options:

Modern language provision in the school might be planned on the following models:

i. monolithic
On this model a single compulsory language would be studied for 3 years, followed by optional courses; the commonest model nationally.

ii. dual
Two languages would be offered from the start, pupils nomin-

ally having a choice, half of the intake doing one, half the other. It is a variant of i. above. The paper cites examples at Woodberry Down School (since discontinued) and Mayfield School.

iii. multi-introductions
Here three or four successive languages are introduced, each for (say) a half-year in the first two years, followed by concentration on a chosen language or languages. The paper cites the example of Camden School.

iv. general course (with restricted language element) This model offers a general course, containing a small language component, mainly covering 'European Studies' which for some sets only would develop into language study proper, other pupils continuing with non-language courses.

After weighing the advantages and disadvantages of the four models the paper finds the 'multi-language' approach most convincing and most likely to serve the school aims for foreign language study which are seen as:

i. understanding the functions of language.
ii. helping pupils to appreciate similarities and differences between languages
iii. developing sympathetic appreciation of different cultures
iv. enjoyment of songs, poetry, fiction, theatre, myth and humour of other cultures
v. acquisition of useful skills for adult purposes in leisure and business or further study
vi. paving the way for adult study of languages even when the school course does not take the pupil very far
vii. enhancing powers of precise listening
viii. giving opportunities for memory training as an essential ingredient of language learning
ix. giving experience of a kind of learning that is unique in the curriculum

In addition the paper finds the 'multi-language' approach especially suited to the conditions at NWCS. It offers pupils and parents genuine choice after the initial introduction to several languages; late entry pupils can be more easily assimilated; a diverse team of teachers can be maintained, thus facilitating the range of languages offered later in the school course; the mix of language provision in the school can more flexibly be adjusted to changing circumstances than in the monolithic approach.

The existence in the school of a team of 15 full time specialists and three assistants, capable of teaching a wide range of languages, including French, German, Italian and Arabic with other languages at less advanced levels, obviously lent itself to the 'multi-language' approach.

2.2.1 The Language Foundation Course

The three languages chosen for the Language Foundation Course which occupies the first two years for all pupils, were Spanish, French and German. These languages are taught, each for one term, the process being repeated in the second year. (German is always taken after the other two for reasons discussed below.)

At the end of each term two weeks are set aside for a unit of the World Languages Project (see below) which seeks to break out of the traditional mould and to awaken curiosity about languages and about language itself. Although the successive language units taught each term are entities in themselves, the courses are planned with a progressive linear thread linking the content of them all. The class is taught throughout the year by the same teacher. Although the teacher will probably be a specialist in only two of the languages concerned, the presentation of the third language is facilitated by in-service training and team-teaching.

The maximum profit is drawn from comparisons between the languages, as their patterns are explored.

Each language is given 3 lessons per week on the timetable (lessons of 55 minutes length).

From year 3 onwards pupils concentrate on the language(s) of their choice and prepare for the examinations of the Institute of Linguists, and for CSE and GCE. The allocation of 3 lessons (of 55 minutes) continues in years 4 and 5. Some pupils have the opportunity to take a second or a third foreign language, and/or take beginners' courses in Italian or Arabic.

In the 6th Form the time allocation is increased to 5 lessons per week. Beginners and refresher courses in all the languages are available as well as 'A' level courses.

The timetabled programme is complemented by very successful visits and exchanges abroad as well as cultural visits related to the courses and texts studied.

2.2.2 Development of grammatical awareness

An important aim of the course is to build up awareness of the basic grammatical concepts through study of the contrasts between the languages studied. It had earlier been observed that some pupils who had studied a single language for 5 years were still confused about basic concepts such as gender and verb changes. The teachers at North Westminster have been impressed by their pupils' ability to make insightful contrasts between their languages as the course has developed.

French, Spanish and German invite such comparisons, both with each other and with English. The discovery and discussion of grammatical differences, such as the absence of the subject pronoun in Spanish and the word order rules in German, provided that they are not so numerous or so strange as to confuse and overwhelm the pupil whose grasp is still insecure, can form a useful preparation for further language learning, by building confidence and expectations as to what learning may entail.

The accumulation of contrasts and conflicting patterns should, however, be carefully structured. For example, German is best brought in in the third term (and the sixth) since, though initially much of the vocabulary is cognate with English, grammatical aspects such as the third gender, the different plural endings and the case system can be more easily accepted by pupils who have already met two genders and plural endings of less complexity in Spanish and French.

As the class is taught for a year by the same teacher such a gradual and structured exploration of grammatical patterns becomes possible, and pupils understanding can be more sensitively monitored.

2.2.3 Language skills

Besides aiming to give pupils growing awareness of grammatical concepts on which later learning can build, the course also aims to help pupils to acquire useful skills in <u>using</u> their languages. The degree of emphasis on each of the four skills of Speaking, Listening, Reading and Writing is not the same in all languages. In the early stages of French it is found best to concentrate on oral and listening skills, leaving writing until later, in order not to interfere with the acquisition of a good pronunciation. The difficulties of writing French can discourage pupils if this skill is overemphasised at the beginning. In Spanish and German it is possible to include more reading and writing at an earlier stage than with French. However the differences are not great. Precise listening to languages much of whose vocabulary is not very different from English, can build pupils' confidence. The small differences in writing (capital letters for nouns, punctuation in Spanish, accents in French and Spanish, with their different significance in the two languages) can sensitise pupils to the precision needed in writing foreign languages and prepare the way for exploring different alphabets and scripts in the non-European languages.

2.3 The World Languages Project

We have noted above that it had originally been proposed that, in order to avoid giving the impression that only European languages are important enough to study in school, or that all the world's languages work in similar ways to French etc. a non-European lan-

guage (Arabic was mentioned) should be one of the languages learnt in the first two years in the Foundation Course. This solution was rejected because it was felt that to make Arabic one of the main languages in the Foundation Course would pose too much of a challenge. A number of complex skills and concepts would have to be learned very quickly if pupils were to progress at roughly the same rate as in the other languages. For instance the kind of writing skills required in Arabic would be very different from those needed for French, German or Spanish. The introduction of Arabic would break the continuity of approach and the possibility for across-language comparisons at the level of pupils in their first two years. This would produce a more 'bitty' foundation course. A similar argument would suggest that e.g. Russian would be less suitable as a main language in the first two years. A strong argument against Arabic (or Russian) also, is that the same teacher could not teach the complete range of main languages offered and this would mean that opportunities for a progressive and closely monitored cross-language exploration would be lost.

Rather than introduce a non-European language as a main study in the Language Foundation Course, it was decided to adopt the more radical and imaginative solution of planning a new course, called the 'World Languages Project'. This would take the form of six specially planned units, each lasting 2 weeks, to be taught at the end of each term in years one and two, by the same teacher who had taught the main languages to the class.

These short units include the following elements:

the development of speech
the history of writing
language families (language variety within the UK and across the world language map)
language borrowing
language invention and change
the Hebrew and Russian alphabets
the Arabic language
Bahasa Indonesia
Bengali
Chinese

2.3.1 Aims of the project

The World Languages Project is a deliberate attempt to break down linguistic and cultural intolerance which thrives on lack of knowledge and insecurity.

The main aim is to open pupils' minds and encourage them to be curious and receptive to new sounds, speech patterns, alphabets and through them the ways of life which languages reflect. The intention

is to give pupils practice in facing new ways of expressing ideas, and the confidence to make comparisons across languages. Pupils are encouraged to bring their own linguistic experiences to contribute to the discussion.

In this discussion all pupils start equal. Linguistic diversity in the group becomes a positive advantage, not a problem to be regretted. The universals of human language (such as the everyday miracle of language acquisition by the baby in the home, and the growth of dialogue between parent and baby in the early years) become threads in the discussion that draw pupils together, and can also draw parents usefully into the work, through projects requiring parents to act as linguistic informants. The work can also most usefully involve other teachers (e.g. of Art and Drama, of Biology and History) through the wealth of projects that are suggested by the various units.

It had originally been planned that the Foundation Course, including the World Languages Project, should end with year 2, after which pupils would concentrate on one foreign language (some being allowed to start a second). It is a tribute to the success of the experiment that the school has decided to make available an additional lesson in the third year for all pupils studying one foreign language, to be devoted to 'awareness of language'. The emphasis in this lesson will be different from that of the WLP units in the first two years, with stress on developing pupils' general linguistic maturity. Three units are planned to introduce this language awareness course, building on the WLP work. These are:

i. Study of the writing systems of the world, and the history of writing.
ii. Bengali language and culture
iii. A unit based on a statistical survey of the mother-tongues represented at North Westminster School, led by a Maths teacher. The study will include work on numeracy and literacy and social implications.

Other units planned for the third year include:

'Uses of Bilingualism at North Westminster'
Extension of the first year work done on Arabic (cultural and literacy aspects)
Study of Creole
'Portuguese - a migrant nation'

It is significant that this extension of the work into the third year has the strong support of the Head, himself an English specialist and author of 'Language Across the Curriculum', a widely read symposium developing some of the main themes of the Bullock Report.

3. Assessment

It will be clear that this pioneering approach to the language curriculum in a school serving an urban area of great ethnic and linguistic diversity, is in its infancy. Like the school, it has clear objectives and considerable courage and tenacity. But like the school it must feel its way forward to some extent by trial and error, remaining flexible and learning by 'action research' rather than by argument. The pupils who have enjoyed the new course are only in their fourth year. Their performance in both their foreign language and in English (and in mother tongues other than English) will be carefully monitored as the scheme progresses.

Certainly all who are concerned with the language education of children in the inner city will follow this imaginative experiment with sympathy and interest.

(E W Hawkins)

Appendix

A Language Awareness lesson at NWCS - a visitor's impression December 1983

The 20 twelve-year olds were buzzing quietly while the register was called. There were only 20 because last night was the school play and some had leave to come in after the break. I passed a paper to my neighbour, a girl from Armenia, and asked her to write down for me the countries of origin of the pupils present. This was her list (some of her spellings amended): Bulgaria, Italy, Vietnam, Lebanon, Yemen, Egypt, Bangladesh, Portugal, North Africa, Iran, Scotland, England.

The lesson began briskly. The young lady teacher had no doubt whatever how things were going to go, yet she never raised her voice, with its attractive slight Belfast accent, and her smile won the most wary to her side. She referred to an earlier discussion about 'language families'. What was the evidence that languages belonged to families? Several pupils gave instances from counting in the Indo-European family.

Why did some languages spread far away from the places where they were first used? Why had English spread so far? How far?

Deftly, without losing the thread, the teacher produced and unfolded a large map of the world which she blue-tacked to the blackboard behind her. A chair was placed in front of the board and volunteers were invited to come out and find countries where English is spoken.

So directly to the main theme planned for the lesson: another great world language, Arabic. Where is Arabic spoken?

Pupils in the class who spoke Arabic came out in turn, got up on the chair and found their own country of origin on the map. So, one by one, the Lebanon, the Yemen, Iran and Algeria were located. Was Arabic spoken in countries so far apart? What about the countries in between? How many can you count? Let's look at it more closely.

Here the teacher produced a lesson hand-out ready cyclostyled showing in outline the Mediterranean and the Middle East and listing 18 Arabic speaking countries. Later in the lesson pupils would work on the hand-out.

Before we do that, can anybody tell us why Arabic spread so widely? Was it like the spread of English, following trade and colonisation?

The teacher mentioned the use of Arabic in Muslim prayers. She used the word 'liturgical' language and asked the class to remember the word. Some of the pupils looked unimpressed.

When did Arabic spread so widely? The date 622 AD was written on the board. The date of Mohammed's flight from Mecca to Medina.

So Muslims got a new calendar, different from the Christian calendar. Who else uses a different calendar from the Christian one? The Jews. And who else? Of course the Chinese.

But back to our map of the Arabic language. Do Arabic speakers in all these 18 countries all speak the same form of Arabic?

Let's count to ten in Arabic. (This had been learnt in a previous lesson and many of the pupils could remember most of it.) Do all our Arabic-speaking pupils agree? No! The pupil from the Lebanon and the one from Algeria both disagreed with the teacher, but for different reasons. The pupil from the Yemen thought the teacher's Arabic numbers were OK. The teacher asked the class to compare the distance from Belfast to London. From her own experience she gave examples of differences between her own idiom, and accent, and London 'standard' forms.

Was it to be expected that over the much greater distances the forms of Arabic would differ? Again volunteers came out and identified on the map the countries referred to.

Let's go on with Arabic. When you come to a strange country what is the first thing you might want to say? 'Hello!'. Practise this in Arabic. But first an interesting contrast with English. A different address and reply for girls and boys. Again the Arabic speakers volunteered their own experience and their versions.

In many of the Arabic-speaking countries a second language was also commonly used. Examples? Volunteers mentioned French and Spanish. Why was this? The spread of these languages. Why?

Now what about the written form of Arabic. Was this different in different countries? The teacher said the written form of Arabic was spread by the Koran and the Muslim prayers. (Again the word 'liturgical' was insisted on.) At this point there was a diversion. A pupil who had been given an individual project to work on in a previous lesson wished to report. He had consulted his parents and found out why certain parts of his country of origin, the Yemen, are densely populated and others desert. He read his report carefully and it was briefly discussed.

Time was running on and now the pupils had to turn to the written task planned for the lesson. They were asked to fill in the prepared outline on the hand-out.

The discussion had been two-way, purposeful. Despite the distraction of a lot of noise from heavy traffic outside the windows which some-

times made it hard to hear the teacher or the pupils, and the presence of several pupils with learning problems who might have been capable of upsetting a less professionally equipped teacher's plans, the lesson had proceeded throughout with businesslike concentration on the questions that the teacher had planned to raise with the class.

Her winning smile, her obvious rapport with the pupils and their respect for her, and her well-prepared materials, all made for an interesting and thought-provoking lesson. A marked feature was the way in which, at each stage in the discussion, the multi-lingual nature of the class, far from being a 'problem' to be overcome, was turned into an enrichment giving force and example, at the level that pupils could readily seize, to each step in the exploration. It was more like a seminar with 12 year olds taking part on level terms, than the conventional lesson.

But it was time to move next door, where a similar group of pupils, with an equally gifted teacher (like the first, a conventionally trained modern linguist who had acquired a knowledge of non-European languages partly with the help of pupils in the school) was engaged in a discussion of 'writing'. With the help of a hand-out she was exploring logographic systems, with special reference to Chinese, which the pupils were practising writing, using felt-tip pens in various colours.

DEVELOPING AWARENESS OF LANGUAGE THROUGH DIRECTED ACTIVITIES RELATED TO TEXT AT THE PRIORY SCHOOL, BARNSLEY

Head: Mr D.J. Every
Head of English: Mr Roger Beswick
Deputy Head: Mrs Jean Rogers
Head of Languages: Mr Neil Woodward

1. The School

2. Cross-curricular language policy since 1978

3. Developing Awareness of Language Through Directed Activities Related to Text

   3.1 The DARTS Course
   3.2 Staffing
   3.3 Aims of the course
   3.4 Evaluation
   3.5 Future developments

1. The School

Priory School is a co-educational non-selective 11-16 Comprehensive School drawing its intake from a Social Priority Area in Barnsley. In direct contrast to the pupils from multi-ethnic backgrounds at North Westminster, pupils at Priory are drawn from a close-knit South Yorkshire mining and industrial community. The mother tongue of all but one per cent of pupils is the regional variety of English.

Provision for language teaching is made by the English Faculty and the Faculty of World Studies which offers courses in French and German, French being taught to all first, second and third years, and German to the top set (60 pupils) in the second year, and to the top two sets (120 pupils) in the third year. After the third year German and French are available as options.

2. Cross-curricular language policy since 1978

The language policy which has evolved since 1978 is designed to meet the specific needs of pupils who bring to school a natural competence and confidence in spoken English, but for whom the written language poses serious problems. Over fifty per cent of eleven-year old pupils have a Reading Age a year below their chronological age on entry. It is for this reason that since 1978 the English department has had the collaboration of teachers across the curriculum in establishing a reading programme designed firstly,

to encourage pupils' voluntary reading, and secondly, to ensure that every pupil's reading is closely monitored in a number of different ways.

The programme was made possible initially through a substantial increase in the fiction resources available, as recommended in Bullock. One thousand new books were purchased - to cater for the reading interests, needs, and abilities of first and second year pupils with reading ages from 6½ years to 13½ years. The books purchased included graded and simplified readers, as well as standard fiction; all were graded to match ten reading levels. Cross-curricular involvement was ensured by timetabling the reading programme for extended 'form' periods, and maintained through regular meetings of the teachers involved. From the start, the emphasis in the programme was on comprehension and on the development of a 'reading relationship' with each pupil in the class.

In addition, pupil progress was monitored, first through reading tests given on entry, secondly, through informal teacher-pupil interviews in which the current book, and others were discussed, and thirdly, through the pupils' own reading record - a notebook containing notes/comments on all books read.

Books were taken home, and parents were involved. They were also invited to make comments in the pupils' reading records.

It was from this initial programme that the school's current programme for developing Language Awareness through Directed Reading evolved. A further impetus for such a programme was provided by the school's involvement in the School's Council Project, Reading For Learning in the Secondary School.(1)

This involvement, initiated originally by the Deputy Head and implemented by the Head of English with the support of the Head and the Local Authority, was developed through a school-based in-service course attended by over 90% of the staff.

The outcome was two-fold:

first, an increased recognition by teachers across the curriculum of the demands made on pupils by written language, and an increased confidence in helping pupils to meet these demands in the subject areas, and secondly, an agreement to extend the reading programme to include, for all first and second year pupils, a structured course in directed reading with small group discussion. This is the course which currently provides a foundation for the development of awareness of language in English, foreign languages, and the subject areas.

3. Developing Awareness of Language Through Directed Activities Related to Text

3.1 The DARTS course[2]

The course involves a double period per week for all first years and a single period for all second year pupils. Classes are mixed-ability.

3.2 Staffing

The team responsible for the course consists of teachers drawn from across the curriculum, led by the Head of English. Materials for the course, originally designed by the Head of English, are discussed then tried out and evaluated by the team, with subsequent modification and supplementation.

There are regular meetings of the team, and school-based in-service training is provided for new recruits to the team.

3.3 Aims of course

The aims of the course are:

i. to develop awareness of written language varieties across the curriculum

ii. to develop awareness of the features and organisation of different types of text across the curriculum

iii. to develop confidence in studying and learning from the different types of text, and in producing them

iv. to develop awareness of the role of discussion in learning.

The specific objectives of each lesson are:

i. to introduce a text of a particular type, e.g. narrative, scientific process, physical structure, historical event or situation, theory etc.

ii. in class discussion to consider the place of the text in the curriculum, the distinctive nature of the text and the distinct types of information or linguistic features which can be found in the text

iii. to involve pupils in actively searching for information or linguistic features through an appropriate reading activity

iv. to involve pupils in collaboration and discussion in pairs, and subsequently in larger groups as they search for information

v. to provide pupils with models of different ways of summarising information where appropriate

vi. to involve pupils in a plenary session where the task and text are evaluated.

3.4 Evaluation

Careful long term planning and materials preparation ensures that objectives are not difficult to meet. The question of interest to the Head of English and his colleagues is, what is the value of the course?

Objective evaluation of the course using standard measures of Reading and Comprehension undertaken both within the school, and by the Reading for Learning evaluator Dr Roy Fawcett, has provided evidence of a dramatic improvement in reading each year. 1983 results are the best ever, with an average gain in Reading Age of one year eight months in a twelve month period, with the full gain of pupils who reached the ceiling in tests not being reflected in the average gain.

Nonetheless, improvement in ability to read and comprehend was only one of the aims of the course. Subjective teacher evaluation of the course as a whole reflects a wider range of concerns, and rewards. Typical of the comments of team members in the Autumn term 1983 were:

i. those expressing some disquiet about using prepared materials: e.g. "Presentation of some pieces e.g. diagrams, flow charts etc. was very poor", "Whilst the pupils who were well motivated towards learning, derived interest from all the activities, other pupils were difficult to please in many of the exercises."

ii. those which expressed an appreciation of working with a wide variety of texts: "From a teaching point of view it was exciting to find such a wide variety of exercises drawn from subject disciplines across the curriculum - the differences in the nature of the tasks ... prevented predictability and the learning of an expected response."

iii. those which showed a recognition of the need for the activities to be extended into the subject areas and pupil's own study: "I feel pupils would benefit more from their efforts in a specific subject area, rather than in form time". "The value of the Darts activities cannot be debated but there is a danger of interpreting them as segregated in nature, and I imagine their development to include activity beyond the form period into pupils' own time."

Nonetheless, for all teachers there was a recognition of the value of the activities in developing pupil confidence, and in extending their (and their teachers') horizons.

"I discovered the texts were interesting. They encouraged involvement both on an individual and group basis. [The activities] encouraged discovery, a 'need to know' - and allowed success to be proportioned equally towards the less able and through to those pupils requiring stimulation of a higher degree. Both could be challenged in group work". Furthermore the course "encouraged pupils to utilize directed reading toward the pursuit of knowledge in other aspects of their academic work."
"Much more information is retained using these methods."
"I find Darts very successful, indeed, both as a 'Form Period' (a worthwhile one) and as a preparation for work in pairs/small groups in language. ... Through discussion the pupils make the text their own."
"Broadens horizons of non-linguistic teacher."
"Darts ultimately made the pupils far more aware than had been hoped for previously."

3.5 Future Developments

The Darts programme is clearly well established in Priory and its value widely recognized. For the Head of English and the Head of Languages it has provided a solid foundation for the development of a more comprehensive Language Awareness programme. Experiments currently being undertaken in both departments are aimed at developing sensitivity to grammatical structure, particularly of the sentence. It is an interesting reflection that in this school, the unit of language focused on first, was the text; if it develops from that point, as it appears to be doing, to a conscious analysis of the sentence, the clause, the word and the word group it may well offer a model for studying language which sequentially, and developmentally, is radically different from the traditional one.

(F I Davies)

Footnotes

(1) Reading for Learning in the Secondary School based at Nottingham University from 1978-81, directed by Eric Lunzer and Keith Gardner.

(2) A comprehensive account of DARTS, including some developed at Priory School is available in:
LUNZER, E A and Gardner K (1983). Learning from the written word. Oliver and Boyd for the Schools Council.
DAVIES, F and Greene T (1983). Reading for learning in the sciences. Oliver and Boyd for the Schools Council.

DEVELOPING LANGUAGE AWARENESS IN HAMBROUGH MIDDLE SCHOOL, SOUTHALL

Headmistress: Mrs B Frost

1. General information about the school

2. Organisation of the school

3. Language Awareness

   Three projects

3.4	Communication	(8-9 year olds)
3.5	Advertising	(9-10 year olds)
3.6	Reading	(11-12 year olds)

4. Outcomes

   4.1 Criteria
   4.2 Advertising project
   4.3 Communication project
   4.4 Reading project

1. General information about the school

1.1 Hambrough First & Middle School was opened in September 1981 as a new, purpose-built Community School located in the centre of Southall. It had been built in response to the enormous need for new schools in Southall following the London Borough of Ealing's decision to discontinue bussing of Southall children to schools in other parts of the borough.

1.2 Hambrough has a Nursery with 120 places for children from 3-4½ years old. The First School has 155 children aged 4½-7 years old with 196 children in the Middle school aged 8-12 years old. The school is open-plan throughout. The children are all drawn from the local area which is a thriving tightly-knit community, the majority of its inhabitants having originated from the Indian sub-continent. While the vast majority of the Middle School children (virtually 100 per cent) are bilingual in Punjabi and English (with some Hindi and Urdu) English is not normally the first language. Almost all of the children in the Middle School were born in England with very few children arriving as recent immigrants.

2. Organisation of the school

2.1 The 12 Middle School staff tend to stay within the same year group and have overall responsibility for a class in addition to some specialist teaching e.g. PE, Art. Classes are, therefore, generally organised in year groups except for 3 classes where second and third year children are grouped together. These classes, therefore, have very mixed ages, abilities and language levels.

2.2 While English is the medium of instruction, the use of the children's mother-tongue is extensive in the Nursery where support is given by bilingual teachers. In the Reception Class of the First School there are 2 bilingual teachers who foster mother-tongue maintenance by telling stories, rhymes and songs in Punjabi and Hindi once a week. More recently, the Head has introduced voluntary literacy classes in Punjabi, Hindi and Urdu throughout the Middle school. These were initiated in response to parents' requests and are extremely well-attended.

2.3 Language work throughout the school is seen by the staff as central to the educational and social needs of their bilingual pupils. The children's ability in their mother-tongue is adequate but by no means comparable with the range of an English native speaker of an equivalent age and social class. Therefore, there is clearly a need for large-scale support for both the school and community languages. This is especially true of English since such development is entirely concerned with learning a second rather than a foreign language. English, in other words, is a necessary tool for all school-based learning and many out-of-school activities.

3. Language Awareness

3.1 There has been no overt policy on developing language awareness as a discrete item on the school's timetable, since this was not considered appropriate to primary school methodology. In February 1982, however, a project to develop language awareness was initiated by a team of three lecturers from Ealing College of Higher Education (ECHE) in response to the work of the NCLE.

3.2 Initially the ECHE staff worked with teachers on an individual basis on projects whose purpose was not specifically to develop an awareness of language per se, but which aimed at developing some of the language skills which arise naturally out of content areas. This included, for example, subject-specific vocabulary in a topic on 'The Senses' for 2nd year pupils, and paragraph writing in Geography for 4th year pupils. Over the next three terms the work developed focused more centrally on the projects described in this account, which were specifically aimed at raising the children's language awareness. This work was carried out mainly by one member of the ECHE team in collaboration with Hambrough staff.

3.3 There were three projects:

Communication	for 1st year pupils	8- 9 year old
Advertising	for 2nd year pupils	9-10 year old
Reading	for 4th year pupils	11-12 year old

The projects provided teaching material from 6-12 hours each. The teachers either fitted the work into their usual "topic" slot (about 1 - 2 hours per week) or taught the material continuously over 3 afternoons. The overall aims of these projects were:

1. To start the children thinking about language, what it is for, and how it works; specifically non-verbal communication, uses of language in advertising, the uses of reading.

2. To improve the children's linguistic competence by developing appropriate language and learning skills.

3. To encourage the children to co-operate on collaborative learning tasks.

4. To teach children how to work independently.

3.4 Communication

ECHE produced materials based on "Introduction to Language" by APLIN T.R.W. et al. (Hodder & Stoughton 1981).

This was an experiment in making accessible to nine-year-olds a Secondary School course in Language Awareness by simplifying its content and adding more varied language activities. It was taught for 1½ hours per week over 6 weeks by ECHE staff.

The aims of these materials were:

1. To develop in children an awareness of the variety in form and purpose of verbal and non-verbal communication.

2. To develop a range of communication skills so that the children's meanings become more explicit, i.e. by developing mime, design, speaking and writing skills in group and pair work.

COMMUNICATION

CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN'S LANGUAGE DEVELOPMENT
A **ANIMAL COMMUNICATION**		
1. Introduction of topic, discussion of pets and animals, identifying how they communicate without words e.g. tail wagging, barking	T & Class	General discussion skills involving giving examples, giving reasons, speculating. Vocabulary development e.g. purr, squawk, hiss
2. Discussion of pictures of animals to demonstrate visual signs of communication	T & Class pictures	
3. Matching pictures of animals to written descriptions of ways of communication shown	Pairwork & Worksheet	Reading skills, especially skimming to develop speed initially, followed by closer reading for detail
4. Matching animal sounds on tape with pictures of animals: 5 animals given and children select appropriate answer, then children complete further 5 individually	T & Class individual & worksheet (possibility of individualised learning with listening corner and earphones)	Learning to listen carefully, lexis of animals sounds reinforced in ensuing discussion
5. Identifying purpose of animal communication e.g. to show fear	Individual/Pairwork & Worksheet	Reading and writing animal names and sounds for practising language function of expressing purpose eg. a lion roars to show it is hungry. Writing skills using vocabulary learned so far. Study skills involving filling in a chart
6. Children write/or mime a description of an animal and the way it communicates. Another child guesses the animal	Pairwork	Writing skills involving description using language above. Listening and reading for detail

CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN'S LANGUAGE DEVELOPMENT
B NON-VERBAL COMMUNICATION		
7. Discussion of different types of non-verbal communication including facial expressions, gestures and other body language	T & Class & pictures	Lexis of body language and language to express e.g. shrug shoulders, frown, furious, embarrassed.
8. Experimentation with body language in drama lesson. Child mimes and partner guesses intention	Pair work	Asking questions, correcting, suggesting, practice in lexis above
9. Matching game using body language, speech intentions, and purpose e.g. we wave to say hello "Hello Jasbir" yellow card blue card green card	Groups of 3 children sort 15 colour coded codes into sets of 3 to form a sentence	Reading instructions of game, reading for detail language for working together - suggesting, correcting, monitoring, agreeing, disagreeing.
10. Using pictures to stimulate discussion on possible meanings in terms of body language.	T & Class Pictures on Overhead Projector	Discussing involving giving opinions, justifying, hypothesising.
11. Mapping similar sets of items already practised in Activity 9	Individual Worksheet	Consolidation of reading for detail practised with peers in matching game (i.e. preparation for individual reading task)

CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN'S LANGUAGE DEVELOPMENT
C **SIGNS & SYMBOLS**		
12. Describing different traffic signs and identifying their purpose. Discussing design features e.g. use of colour, shapes	T & Class Pictures of traffic signs	Lexis of traffic signs and purposes, e.g. halt, give way, use of modals for expressing obligation e.g. you must, ought, have to, should
13. Recognising other kinds of signs and symbols e.g. consumer goods, travel signs	T & Class & pictures of signs and symbols	Vocabulary development e.g. information desk, lost property
14. Matching signs & symbols with written description	Individual/Pairwork & worksheet	Reading for detail, involving lexis above
15. Children bring in own examples and partner guesses product or sign from description	Pairwork	Describing colour, shape, etc. Listening for detail
16. Child designs traffic signs and symbols for other children to guess	P & P, P & group, or P & whole class, Pictures on black-board, paper, overhead projector	Reinforcement of skills in activities 12 and 13. Discussion involving predicting, justifying, suggesting, giving opinions
17. Using and designing secret codes.	Individual code wheels	Writing, particularly spelling, study skills involving using a key
18. Interpreting morse code NB sending an actual message in morse code would be much better and develop listening skills very effectively.	Individual worksheet & written version	Reading and interpreting a key

3.5 Advertising

Materials planned, written and taught collaboratively by Hambrough and ECHE. The Hambrough materials on "TV & Radio Advertising" specifically focus on listening skills while developing mathematical concepts and encouraging creative activities. The section on "Printed Adverts" was then produced in direct response to the teacher's request for help with developing the children's reading and writing skills. These materials were graded in reading difficulty to facilitate group-work in this mixed-ability class.

The aims of this topic were:

1. To develop in children a sense of the purpose and means of advertising.

2. To enable children to describe and begin analysing features of advertising language.

3. To teach children to manipulate linguistic and non-linguistic features of advertisements to produce their own work.

4. To improve children's skill in listening for detail and reading, especially scanning.

ADVERTISING

	CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN'S LANGUAGE DEVELOPMENT
A	TV & RADIO ADVERTS: how do they work? What techniques do they use?		
1.	Making lists of type of adverts seen or heard	Pairwork following class discussion	Vocabulary development eg leaflet, poster, brochure
2.	Sorting videoed TV adverts by type of produce eg DIY, travel, food: timing and totalling the length of adverts	Pairwork - chart on worksheet	Language for classifying eg a kind of ..., it belongs to ... Listening for detail, study skills including reading and completing a chart, practice in use of stopwatch and concept of time
3.	Identifying techniques used in same set of TV ads, eg humour, a song, idea of luxury	Pairwork and checklist	Giving opinions, suggesting etc., listening for detail, reading and completing a checklist including scanning, vocabulary development eg slogan
4.	Classifying TV ads using criteria above	Pairwork and chart	Information transfer from checklist table
5.	Analysing radio ads for imagery	Pairwork and worksheet	Reading and underlining word fields, vocabulary development eg explosion, crash
6.	Game - child writes short advert and partner guesses product	Pairwork	Writing skills using ideas in activities above
7.	Child invents a product and writes a TV advert, with storyboard of sequence of events	Individual	Writing and design skills
8.	Making and advertising shortbread for the whole school - slogans, jingles, posters.	Groupwork	Comparing and discussing methods, design and musical skills

3.6 Reading

ECHE produced materials based on authentic texts in English used to demonstrate a variety in text type and purpose. Similar texts in different languages were also used eg Greek, German, Arabic.

Taught by Hambrough staff; a video of the materials in use was made by ECHE staff.

The aims of this topic were:

1. To develop in children a sense of the variety of purposes for which people read.

2. To help children to appreciate the range of purposes in their own daily reading.

3. To encourage children to use non-verbal clues in their reading (eg layout, type-face, pictures, etc).

4. To give practice in the skills of collecting and recording data.

3.6 READING: WHY AND WHAT WE READ

CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN's LANGUAGE DEVELOPMENT
A TYPES OF READING TEXT & THEIR PURPOSES		
1. Making lists of text types eg adverts, signs, posters, books etc.	T & Class as introduction individual/pairwork & worksheet	Vocabulary development, developing awareness of different text types and their purposes.
2. Matching text types in foreign languages to written description of purpose eg to persuade, to find out what's on TV.	Group work using colour-coded cards) and captions.	Discussion involving problem solving and reading skills, especially skimming and scanning. Vocabulary development. Developing awareness of lay-out, using contextual clue. Classifying skills. Study Skills - filling in a chart.
3. Matching parts of text in English and then classifying them according to text types eg letters, notices, adverts.	Group work using colour coded cards) - text type cut into 3.	
4. Classifying assorted text types (eg labels, menus, signs) according to purpose eg to find out how to make something, to find their way around, using a chart.	Group work using colour coded cards; and individual charts for classification.	
5. Children bring in examples of texts for other children to identify, classify etc.	Pairwork/groupwork	

3.6 READING: WHY AND WHAT WE READ

	CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN'S LANGUAGE DEVELOPMENT
B	PRINTED ADS: how do they work; design and layout		
9.	Matching appropriate written caption with produce; matching captions with appropriate target groups	Groupwork; assorted adverts and captions on separate cards	Skimming, completing and chart.
10.	Matching difficult words with given meanings, writing out meanings	Individual/pairwork worksheet and captions and dictionary	Encouraging children to tackle difficult words independently.
11.	Reading adverts to find words with "positive" meanings. Lists of positively and negatively associated words drawn up	Individual/pairwork and worksheet and dictionary	Dictionary skills involving skimming, drawing conclusions ie adverts only make use of words with positive meanings.
12.	Reading adverts for specific words or word fields	Individual	Faster reading encouraged by use of scanning for specific information.
13.	Matching paragraphs in longer written adverts to purpose	Individual	Reading skills, especially skimming for gist.
14.	Reading adverts for specific details eg opening and closing times of an Indian exhibition, address of Indian restaurants	Adverts, London A-Z street plan, worksheet	Reading for detail, using co-ordinates on a map.
15.	Designing adverts for chosen subject (after class discussion of features of effective adverts)	T & Class groups with assorted examples of adverts	Writing and design skills eg use of colour, layout, print size.

CLASSROOM ACTIVITIES	CLASSROOM ORGANISATION & RESOURCES	CHILDREN's LANGUAGE DEVELOPMENT
C. **PEOPLE'S READING HABITS**		
1. Making surveys of what the children themselves read in their daily lives (one day/one week) classified under headings eg spare time, entertainment, travel. Describing personal preferences and those which are easy/difficult, interesting/necessary.	individual worksheet	Giving reasons to support opinions. Making one's own reading needs and attitudes precise.
2. Making surveys of what classmates read Making bar graph.	group work individual worksheet	Recording data in questionnaire-form. Study skills - collecting and interpreting data in graph form. Information transfer: questionnaire bar graph.
3. Designing other questionnaires to survey differences between children/adults, men/women.		Designing a questionnaire. Study skills - collecting and classifying data, interpreting and comparing bar graphs, drawing conclusions. Developing awareness of intellectual functions of written language.

3.7 The topics outlined above are an initial attempt at developing language awareness and, it must be emphasized, do not form part of an integrated course. They do, however, reflect the kind of theme-based work which has been current throughout primary schools for several years.

In attempting to realise the overall aims of these materials (as set out in 3.3), language awareness was deliberately interpreted as a set of activities, rather than a body of knowledge to be learned. It was not seen, in other words, as another subject in the curriculum to be taught by transmission teaching. The fundamental assumption was that one of the central aims of school learning is that children should acquire a knowledge (partly or wholly conscious) of language skills, the different purposes for which we use them and the ways in which we can deploy them most efficiently. Conscious decisions were made concerning the type of activities in which the pupils were engaged. These were based on the following principles.

i) Children should be encouraged to bring their own interests and experience into the classroom.

ii) Materials used should reflect Britain's multilingual society.

iii) Children must be allowed to be creative and use language freely as well as in a more guided way.

iv) Children should be encouraged to work with peers to discuss, solve problems, suggest, make surveys, correct and otherwise generally deploy a range of natural speech functions in the classroom, ie rather than simply answering teachers' questions.

v) Children must be taught the necessary skills and involved in activities which will allow them to operate independently of the teacher; they need to be taught how to predict, follow instructions, read for specific information, hypothesise, ask each other questions, etc.

iv) The teacher is not the only audience of children's work: Children can usefully produce work which another child will use (cf writing a code, designing a new traffic sign.)

3.8 Each topic provided a different year-group with a 'taster' on language-aware curricular materials. A further stage in the project would lead to the Hambrough staff taking over responsibility for language awareness in order to develop their own materials and resources. This would necessarily entail the teachers raising their own language awareness. The kind of training in language available to Hambrough staff is of the nature of general language studies in teacher-training courses of recent years. One member of staff, how-

ever, is at present studying at the Institute of Education for an MA in "Curriculum Studies" which has developed from studying in the previous year for a Diploma in "Theory & Practice in Language (English As A Mother Tongue)".

4. Outcomes

4.1 It is difficult to assess the outcomes of such a short and incomplete project, especially one which has been initiated by an external body. What can be offered are entirely subjective views concerning the amount of interest shown by both teachers and pupils, the degree to which the children were able to perform the tasks set and to which the teachers were able to add their own materials and resources. The criteria against which the success of the materials could be measured are shown in the table below:

ASSESSING TEACHER & PUPIL REACTION

Participants	Interest in Language Awareness Project	Degree of Language Awareness
TEACHER	1. the concept	1. ability to adapt materials and resources
	2. the activities	2. ability to devise original materials, resources and activities
	3. the methodology	3. ability to foster pupils' language awareness in teaching style/classroom organisation
PUPIL	1. the topics	1. ability to perform set tasks
	2. the tasks	2. ability to 'transfer' language skills practised to other areas of school learning

I consider next each set of materials in the context of these criteria.

4.2 Advertising was probably the most successful in that collaboration by ECHE and Hambrough staff in producing materials was established from the start. The classroom teacher was very interested in the concept of Language Awareness and, although not a language specialist, had a flair for translating ideas about language development into original materials and activities. His interest in language stimulated by this work is reflected in the fact that he is currently attending an in-service diploma course at ECHE on "Teaching English as a Second Language in Multicultural Schools." The pupils in his class were encouraged to work together in groups, although some were less able to work independently because of their language difficulties.

The children appeared to enjoy the work and were on the whole fairly successful in performing the tasks set once they had become accustomed to the type of work expected and, more especially, the lay-out of work sheets used. An interesting insight into the lack of language awareness on the part of a group of poor readers was revealed in the Swap Shop task. This at first glance was seen by them as far too difficult since the page is dense with text. The children were very unwilling to examine the work more closely and were entirely unable and therefore unwilling to begin the task. By encouraging the group to predict from the title and from their own experience what the text might include they did pinpoint the underlying pattern of the text viz:

<u>What I want</u>
<u>What I can offer</u>
<u>My address</u>

When the children understood this they were far more eager to determine what was required of them and to begin thinking about the task. They in fact completed it very easily and were rather astonished to find that this was so. Thus children's confidence and ability to read can be increased by allowing them to bring their knowledge of the world as well as their knowledge of language, to the text. It was clear that even better readers were not at first prepared to look at or listen to instructions carefully enough so that they could work by themselves. It was important here for the teacher to constantly refer the child back to the text, rather than simply paraphrase the printed word for the child.

4.3 Communication was a less successful exercise in jointly produced materials. In terms of the children's work and interest, however, it was most encouraging. The materials were used with a class who were particularly poor at working either in groups or independently of the teacher. The children for example were not at

all skilled in reading instructions and demanded a great deal of the teacher's attention to have a task explained. The children did not have the confidence to work in groups and constantly required confirmation from the teacher that they were doing their work correctly. This partly stems from the fact that these children were in their first year at the Middle School. They were, however, at an age where such behaviour could have been discouraged rather than reinforced.

The materials and teaching, therefore, aimed to help these pupils recognise that reading instructions was important and that recognising features of layout could help them with a written task.

They were taught to find titles, underline instructions, underline examples given, find captions and so on. This highlights an area where the teacher's own language awareness in the setting of tasks is vital. Children need to be taught the language of instructions, followed ideally by practice in giving their own instructions to other children either orally or in writing. The teacher must also be aware of the desirability of careful presentation, including clear use of instructions, titles, examples and other features of lay-out in printed materials. As mentioned in the previous section, children frequently have reading tasks paraphrased orally by the teacher, so that the child has even less opportunity to practise reading. Thus if children have difficulty in working collaboratively or independently of the teacher, the nature of the all-too-precious teacher-pupil exchange can be limited to banal "managerial" discussions on what to do next. It would have been useful to encourage the children's listening skills by having taped instructions on cassette, or Language Master which could guide the children on the selection and sequencing of activities and thereby free the teacher for one-to-one individual work.

The children did improve in their ability to work on their own and were observed using a written text far more effectively, for example by underlining and ticking words which helped them carry out a task, even though this was not suggested in the instructions.

4.4 The project on Reading contained the most multilingual resources and was interesting in that it made the children consciously reflect on the process of reading, while at the same time enhancing their actual reading performance in a more unconscious way through individual and group reading tasks. The children were again very interested in the topic and brought in examples of different text types from home. The classroom teacher suggested that the children collect texts which they could cut up themselves for other pupils to match and this was greatly enjoyed. A video made of the children working in groups revealed interesting ways in which children learn. It goes without saying that the most effective groups were those who were able to communicate effectively with each other in order to organize the way in which the task could be carried out. Groups

where the members did not relate to each other and who were unwilling to explain details of the task were not able to complete the work as quickly or effectively. Most of the children, however, did manage to complete the tasks in their groups while specific individuals experiencing difficulty were given help by the class teacher.

The children were very surprised to find that they could cope with such difficult texts, especially those in foreign languages which they did not know. The classifying exercise proved to be one of the most difficult tasks and made the children reflect very carefully on the purposes of the written texts.

The production of such sophisticated materials necessarily involves a great deal of awareness by the writer of the nature and purpose of reading. This recognises that children can use rather difficult authentic written texts if the task is well-defined and pitched at the children's conceptual and linguistic level. It also recognises that there are many different types of activity associated with the reading skill; these can encourage children to reflect while they are reading, rather than merely testing their literal comprehension after reading.

4.5 Extensive research shows that most children are confused about the relationship between the four language skills, including the functions of reading and writing. An important aim common to all three sets of materials but particularly the last, was thus to make this relationship more explicit.

Assessing the children's ability to transfer the skills acquired to other areas of the curriculum is necessarily difficult since they were observed or taught using only these specific materials. I feel certain, however, that this could be more closely observed by a class teacher working with the children over a longer period of time. Judging by the way the children's performance improved over a few weeks, it would seem likely that their increasing ability to perform the tasks set would continue to grow if similar work were carried out at regular intervals. Whether such improvement is attributable, however, mainly to the content of the language topics selected remains in question. My own feeling is that the nature of the language activities was the main vehicle for overall language improvement and awareness and that the knowledge acquired about specific features of language is secondary to developing awareness of language in children of this age. It is entirely feasible to envisage language awareness courses whose aim is to draw children's attention to the ways in which they use language skills, as well as to the content of the texts.

The failure of the concept of Language Across the Curriculum to really take hold in school learning and teaching is precisely due to

the fact that most teachers remain relatively unaware of the nature and function of language learning and teaching. It is vital therefore that teacher education should include initial and in-service courses covering these features so that teachers can more effectively enhance their own awareness of language and thereby that of their pupils.

I would finally like to express my thanks to the Headteacher Mrs Betty Frost and to the staff and children of Hambrough School for allowing us to work with such enjoyment in their school.

(Jean Brewster)

THE LANGUAGE AWARENESS COURSE AT THE HENRY BOX SCHOOL, WITNEY, OXFORDSHIRE

Headmaster: Mr H.E. Green
Head of Modern Languages: Mr T.R.W. Aplin

1. The School: general information
2. Internal organisation (English and Modern Languages)
3. The Language Awareness course
4. Outcomes

1. The School: general information

The school is one of two mixed 11-18 comprehensive schools in Witney. There are approximately 1,000 pupils on the roll, with an entry varying between 6 and 7 forms. The social intake is reasonably well-balanced, with a defined catchment area covering town and country, although over 20% of the intake are pupils from outside this catchment area by parental choice. All pupils are native speakers of English.

In the first three years a common curriculum is followed, mainly in mixed-ability form groups, with setting in mathematics and foreign languages from year two and in sciences from year three. A guided options system operates in years four and five, each pupil taking English and mathematics and six other main subjects.

Sixth form courses are provided in conjunction with the other comprehensive school and the local technical college. Between the three institutions a wide range of A, A/O and O level courses is provided (in addition to some vocational and certificate courses). Consultation and cooperation allows for a rationalised provision between the three institutions.

2. Internal organisation

Teaching is organised on a departmental basis. In the language subject area there is an English Department and a Modern Languages Department.

English is taught to mixed ability groups up to the end of year

three. There is then some setting. While most work in the first three years is based on literature, there is in years one and two a language course which all pupils follow. It is based on Maura Healy's: Your Language (MacMillan) and works from the premise that pupils should study their own considerable skills at the age of 11 and 12 in order to develop those skills. Remedial help is given by withdrawal in years one to three and extra help is given to individuals in years four and five.

The foreign languages taught are French, German and Italian. After a Language Awareness course of half a term's duration all pupils start French. Setting in half year populations operates from year two. By the end of year three 95% of pupils will have followed courses in two foreign languages to an elementary level. There is no selection apart from that involved in broad setting and withdrawal for remedial help.

All lessons in the school last for 70 minutes. In years one to five English has three periods per week (two in year three). All modern languages teaching is given within three periods weekly in years one to three and two periods per language per week in years four and five. The division of time in years one to 3 will take the form of:

a) equal time for FL1 and FL2 throughout the year
b) one term of FL1, one term of FL2 (or vice-versa) with mix in third term
c) one half year of FL1 followed by one half year of FL2.

Formal contact between English and Modern Language teaching consists of an exchange of syllabuses and discussion with regard to approaches to language work in the early years, especially with regard to the Language Awareness course.

3. The Language Awareness course

The course started in the mid-1970's and was conceived by former members of the Modern Languages Department. The present staff continue to contribute to the development of the course.

All pupils at 11+ entry follow the course for half a term in three 70 minute periods weekly. It is taught entirely by teachers in the Modern Languages Department who will teach French in those periods after the first half term.

3.1 Aims

The overall aims of the course are
(a) to create an awareness of the phenomenon of language and to arouse an interest in this vital aspect of human development,

(b) to lay a foundation for foreign language learning by showing how language works, by training pupils in careful listening and by placing languages in their broader context, and

(c) to promote a positive relationship between teacher and pupil in the latter's mother tongue before embarking on foreign language learning.

Thus the purpose is to introduce a pupil to language learning by indicating certain basic study skills, by fostering a greater understanding of the processes involved as well as awakening an interest in the nature of language itself and specifically directing attention towards the foreign language study on the curriculum.

3.2 Major stages of the course

a) Language as communication

Pupils are asked to consider why humans need language, and study production of speech and its arrangement into agreed patterns of words and phrases. The idea of language as a code understood by messenger, sender and recipient is firmly planted. Animal communication and the relationship between verbal and non-verbal language, visual and aural signs and signals and varying degrees of complexity in artificial codes are areas which are touched on.

b) How language is created

Group work allows exploration of possible origins of language and a primitive simulation exercise shows the need to understand the codes of neighbouring communities. Consideration is given to the historical development of languages and their relationship to communicative means in terms especially of lexis. The influence of the mass media in effecting rapid change is discussed and some attempts to create artificial languages are examined.

c) How babies learn to talk

With anecdotal and cassette evidence the linguistic development of young children is briefly considered with a strong parallel being drawn between the baby's position and that of the learner of foreign languages. Various specific study skills can be shown to be useful and possible for all to adopt arising from the experience of learning one's mother tongue.

(d) The families of languages

The major groupings of the world's languages are referred to

and an example given of one language family e.g. hamito-semitic. Consideration is given to the variety and number of existing languages and their distribution. Discussion of the relative international importance of certain languages leads to classification of the languages of western Europe and detailed comparison of some items eg numbers, identical messages. The connection between nationality and language is touched on briefly.

(e) The anatomy of language

Pupils are introduced to certain basic concepts of language structure that they will encounter in their learning. The ideas of word order and words performing tasks are examined in English with the possibility of looking at examples if necessary. The concept of languages having patterns and rules, the existence of gender, the importance of recognising kinds of words are all dealt with briefly.

(f) The golden rules

The final lesson of the course attempts to draw all these elements together, with the aim of synthesising the lessons to be drawn for the pupil in learning a foreign language.

3.3 Materials and methods

The course materials were developed by present and former members of staff and are now in published form: Introduction to Language T.R.W. Aplin, J.W. Crawshaw, E.A. Roselman, A.L. Williams (Hodder and Stoughton 1981). The published version contains material additional to that used in the first year course but the shape reflects the needs of the school. Little use has therefore been made of other published materials but teachers are always looking for extra examples and resources, some of which are brought to the course by the pupils themselves.

There is no prescribed method but the syllabus is agreed. Classes react in quite different ways to the material and at this stage in their learning childrens' enthusiasm and interest deserves the response of a flexible approach. There are individual and group assignments built into the course which combines oral, listening, reading, writing skills in the mother tongue as well as allowing the investigative approach for those who show a special interest. Some lessons are taught by more than one member of staff.

4. Outcomes

There is no formal course assessment nor is any planned. It is felt among the staff in the department that pupils begin study of a

foreign language in a more secure position. They are 'aware' of the significance and uses of language and languages and have an appreciation of the study skills that will be useful to them in learning. They have settled into the school and have a relationship with their foreign language teacher in English. They are definitely no less interested! By the end of the first year they have covered as much ground as pupils would normally be expected to do from September.

The course has certainly created interest among the staff as a whole and among parents. The subjective reaction of a group of pupils asked to complete a questionnaire two and a half years later was altogether favourable. A selection of their comments appears below:

> "Really anybody who doesn't begin their language by having this book or taking a similar course would be at a great disadvantage as it tells you meaning and uses for words".
>
> "It helped me see how language lives and how complicated a language is to learn".
>
> "I think the list of golden rules is useful and accurate".
>
> "I do think it covers too much. It should cover the basics in more detail and forget about the irrelevant bits".
>
> "It is good for younger children just starting a new language because it is best to know what's in a language before going straight on to it".
>
> "I think maybe the other [chapters] are too humorous and take out the seriousness of learning and being able to speak a foreign language".

From a newcomer in year three:

> "All in all I don't think much more can be done to improve this book"! If I'd had it in the first year it would have improved my foreign languages no end (but add more colour!!!)".

(T.R.W. APLIN)

THE INTRODUCTION TO LANGUAGE COURSE AT FARRINGDON SCHOOL, SUNDERLAND

Headmistress: Mrs D.J. Hale
Head of Modern Languages: Mrs L. Powell

1. The School

1.1 Intake and structure
1.2 Foreign language teaching
1.3 Curricular policy with respect to language teaching

2. Introduction to Language Course

2.1 Origin and rationale
2.2 Development of the course
2.3 The course from September 1983
2.3.1 Aims
2.3.2 Structure
2.3.3 The Modules
(a) Geography of Europe
(b) Families of Languages
(c) Language Awareness
(d) French and German
(e) Cultural Studies
(f) Grammar
2.3.4 The Materials
2.4 Outcomes
2.5 Staff
2.6 Reactions to the course and plans for the future

3. An afternoon of Introduction to Language - a report by an external observer.

1. The School

1.1 Intake and structure.

- Farringdon is a co-educational, 8-form entry comprehensive school with pupils from 11 to 18.
- The pupils come from a wide range of socio-economic backgrounds; the school serves a large council estate, an established private housing estate and two new private development areas.
- There are approximately 1,300 pupils on roll, with some 70 staff.
- There are very few immigrant pupils in the school.

1.2 Foreign-language teaching.

- Pupils are taught, as in all subjects, in mixed ability groups in Year 1. From Year 2 banding is introduced. For Years 2 - 3, half the year-group learns French and half German. The 4th Year Options system produces groups in French, German, French Studies and German Studies.
- In Year 1, all pupils have 4 x 35 minutes per week on a course "Introduction to Language"; remedial pupils are however withdrawn from all these lessons.

1.3 Curricular policy with respect to language teaching.

- Some co-operation between the F.L. department and the Remedial Department in the planning of the Introduction to Language course.
- Present Head of English and Head of Languages are discussing future co-operation.
- Head teacher requires a curricular statement from each department.

2. Introduction to Language Course

2.1 Origin and rationale.

- The course originated in a departmental workshop, attended also by members of the Remedial Department, in July 1981.
- The workshop's main aim was to review and discuss the most effective ways of achieving departmental aims. Two aims of seven identified, were not being fully achieved: getting as many pupils as possible to examination level and introducing pupils to the cultural content of the language(s) they learn. The second aim, and others of the original seven, it was decided, should be given particular emphasis in Year 1. It was agreed that remedial children benefit from language teaching, particularly by acquiring an "awareness of language". It was hoped that remedial pupils and staff of the remedial department would be integrated into the new course. This did not in fact take place, but the presence of the Remedial teachers was a valuable factor in the original conception and planning. A further source of inspiration was the BBC series on Modern Language teaching, in particular the programme on Archbishop Michael Ramsey School, London.
- The reasons for introducing the course were:

(a) The cultural background element should help to dispel prejudice, showing that 'different' does not mean 'inferior' (the geographic distance of Sunderland from continental Europe often creates lack of interest in languages).
(b) Exposure to two or three languages in the first year will allow a guided choice for further study from the second year.

(c) All classes will be taught by a number of teachers, allowing a more even exposure to teachers' teaching strengths and obviating difficulties caused, for example, by prolonged absence of a member of staff.
(d) General motivation should improve through a more varied approach.

- At this stage the course was to include the following elements: French, German, Spanish, Geography, History of Languages, Cultural Studies, Testing, elementary linguistics and grammar and word games.

2.2 Development of the course.

- The first workshop was followed by meetings to consider the 'mechanics' of the course and to plan course content.

The course began in September 1981, on the decision of the Head of Modern Languages after consulting the Headteacher.

The course was visited in November 1981 by an HMI, who expressed general satisfaction with what he had seen. This reassured the Headteacher who had expressed some doubt about the course.

Parental reaction was fairly encouraging.

Modifications were made during the first two years. After the first year one aspect of the course, Spanish, was dropped due to staffing problems. "History of Language", "Linguistics" and "Grammar" became "Language Families" and "Grammar Games", and a module running throughout the year, "Language Awareness", was introduced. The department became aware of parallel developments elsewhere through the link established by the Language Awareness Working Party.

2.3 The course from September 1983.

2.3.1 Aims

(a) To enable pupils to see how language has evolved, how it is acquired, and how it is used.
(b) To help pupils see that human language is something unique and changing.
(c) To give pupils an understanding of what is common to most languages.
(d) To give pupils an awareness of the skills which combine to form language behaviour.
(e) To give an understanding of grammatical concepts in both English and the two foreign languages to be studied.
(f) To promote an interest and enjoyment in language.
(g) To enable pupils to make a guided choice between French and German in Year 2 by exposing them to both languages.

(h) To show that "different" does not mean "inferior" and to encourage an unprejudiced approach to other cultures and civilisations, thereby contributing to the formation of a more tolerant society.
(i) To put the foreign languages to be studied into their geographical context.

2.3.2 Structure

- 4 x 35 minute periods per week during Year 1, taught in mixed-ability groups.
- Units distributed as follows

Term 1

Geography of Europe	-	2 periods
Language Families	-	1 period
Language Awareness	-	1 period

Term 2

German	-	2 periods
Cultural Studies	-	1 period
Language Awareness	-	1 period

Term 3

French	-	2 periods
Grammar/Games	-	1 period
Language Awareness	-	1 period

2.3.3 The Modules.

(a) Geography of Europe

The aim: "To make the pupils aware of the differences and similarities between the peoples of Europe." The work is done largely with maps, dealing with physical geography, political and linguistic frontiers, communications, products and exports, trade and military/political groups.

Discussion of, for example, the different names in three or four languages for Germany, or of the divergence of political from linguistic frontiers create the awareness of language and geography which is the main purpose. Collection of articles widely imported into Britain and discussion of the trade groupings produce an understanding of the interdependence of the countries of Europe, including Britain. The syllabus gives some information and suggests approaches but is deliberately not exhaustive.

(b) Families of Languages

The approach to this unit is thematic, with the intention that more or less time can be spent on each theme as the teacher and class prefer.

The themes are:

(a) What is a Family?
- The notion of human family tree is used to explain relationships between languages.

(b) How many languages? How many people?
- "large" and "small" languages are compared through bar-charts and maps.

(c) It sounds similar and it looks similar,
- the point is made through comparison of words across some Indo-European languages; pupils have to listen to recordings and thus begin to appreciate the importance of listening in language learning.

(d) Sort them out for yourselves!
- pupils see and hear short texts in French, Spanish and Italian, and then in German, English and Dutch, to compare and contrast Romance and Germanic languages.

(e) How the split began,
- a brief account of the effects of the invasion of the Roman Empire and the Völkerwanderung on the linguistic map of Europe.

(f) The families move out,
- an account of the effects of colonialisation and the distribution of English, Spanish, French and German into the rest of the world.

(c) Language Awareness

The aim: To encourage children to discuss and create language in all its many forms, in order that they might begin to understand and enjoy it in its various guises. (It is hoped that they might also begin to use it more effectively themselves as a result of their experience).

The syllabus suggests a list of topics and some ideas and approaches:

How we make sounds, Language acquisition, Foreign 'loan' words, Names, The changing nature of language (responding to technological developments), Nonsense language (à la Stanley Unwin et al), Register, Slang, Accent, Dialect, Learning to listen (phoneme discrimination games), Reading (learning to read, different scripts), Punctuation. Experience has shown that with respect to methodology, it is important to involve pupils in doing things rather than

tions the list of member countries. Then pupils were given outline maps and shaded in the three trade areas - the EEC list had been done last week. When one pupil asked how they were to know which countries were which, others smiled because they knew, and the teacher reminded them of the other maps they had in their exercise books.

While they were doing this, I had an interesting conversation with two girls sitting in my corner. Some of the questions produced the following responses.

—

They like the Introduction to Language "because it's easy - and so is the homework". Their parents think it is a good idea, and so do they, "because we learn about the countries first". When discussing whether they would learn French or German next year, one said French "because it's the second most important language" but she was interrupted by the other: "It isn't really, we did a graph and it didn't come in the first 10 most spoken languages in the world." The second said she would wait and see which language she liked best (of French and German in the language modules) before deciding. She said she didn't mind waiting until after Christmas before starting a language.

After everyone had finished their maps, the teacher moved them on from trade alliances to military alliances and asked "Which countries belong to the Warsaw Pact?" but then when there was no reply "Where is Warsaw?". "In Russia" said one pupil, thus demonstrating the need for some elementary geography, despite the effect of news reports. The rest of the lesson was spent on establishing the meaning of the abbreviation N.A.T.O. and the names of member countries. Just before the bell went, they were given the homework task of finding out the names of the Warsaw Pact members and off they went.

(M S Byram)

THE LANGUAGE EXPERIENCE AND AWARENESS PROJECT (LEA
AT VILLIERS HIGH SCHOOL, SOUTHALL

Headmaster: Mr L.W. Baker
Head of English: Mr M. Harrison

1. The School

2. The LEAP project: background

3. Planning the project

4. Progress to date

5. Results

6. The way forward

1. The School

1.1 Intake and structure

Villiers High School is situated in the centre of Southall, in the London Borough of Ealing. It was founded as a County School in 1907 and continued as a Grammar School until 1974, when it became a 12-18 years Comprehensive High School. It is situated in the area of Southall which houses the majority of the local Asian community, and after the 1974 change in status and selection policy the percentage of ethnic minority pupils rose from the 30% of 1973 to 60%. Such pupils now account for almost the entire school population.

Under the strong leadership of the headmaster, Mr L Baker, who was appointed to take the school through the reorganisation of 1973-4, Villiers has dealt creatively with its problems and has maintained high academic standards in spite of the changes through which it has passed. It has continued to be a popular and highly-regarded school. This report deals with work within the school on language, but this is only one area of a diverse programme of both pastoral and curricular development. The school's achievements have been documented in a Schools' Council report (Hider, 1981).

1.2 Curricular policy with regard to language

The concern at Villiers with language has centred on the English and ESL Departments as they have developed to deal with the changes of the last ten years. One of initiatives was the two-year Language

telling about them; for example taping each other's dialect, inventing new words, and allowing them to take an active part in deciding the course of any discussion.

(d) French and German

The two modules are similar and are based on a series of "survival" situations, supplemented by skills in counting, telling the time and using foreign currency. The French module is based on the BBC "Dès le début"; the German module is home-made.

This part of the course will be familiar to most language teachers.

(e) Cultural Studies

The topics covered in this module will also be familiar to most teachers, as will the methods. The significance here is that for each topic - for example food and drink or schools - the cultures of three countries are compared and contrasted: France, Germany, and Britain.

This is in accordance with the principle of the course that the emphasis should be on languages and cultures, rather than one language. It also creates a more open approach instead of contrasting one culture with the "superior" home product.

Topics covered are: Currency, food and drink, sport, schools, festivals and holidays, prejudices.

(f) Grammar

Aim: This part of the course is not intended to be an exhaustive grammatical analysis of each language. It is intended to introduce some concepts which are of major importance in the learning of a foreign language.

After a brief revision of what pupils know of English grammar - primarily an ability to identify a verb, a noun, an article, a pronoun and an adjective - the following concepts are taught: plurality, gender, nouns and pronouns, infinitives, word order, tense.

In each case the concept is taught with one eye on future language-learning. The concept is examined first in English, and then in French and German. For example, the subject pronoun system in English is established through substitution of nouns in sentences, and then the relationship between singular and plural pronouns established. This is then compared and contrasted with the French and German systems. For this and other concepts, much of the teaching is done through games and activities.

2.3.4 The Materials

- Geography: the ideas are home-made, the materials used are outline maps and atlases borrowed from the geography department.

  Families of Languages: the themes are home-made, some illustrative material is used from T.R. Aplin et al: Introduction to Language.

- Language Awareness: the following books were used in compiling the list of topics and suggestions for work:

  M. Raleigh: The Languages Book ILEA
  T.R. Aplin et al: Introduction to Language Hodder and Stoughton
  C. Jenkins: Language Links Harrap
  S. Potter: Our Language Penguin
  Locally Speaking - accompanying pamphlet to a BBC series.

Some further input was provided from the local university School of Education.

- German: home-made: "survival language"
- French: based on BBC Dès le Début
- Cultural studies: the selection of topics and materials used are those familiar to language teachers.
- Grammar: home-made, with ideas for games developed mainly in the department.

2.4 Outcomes

- Subjective evaluation by the teachers involved suggests a high degree of interest and motivation in both pupils and teachers. It is particularly important that there is an opportunity for the teachers to create good classroom relationships. This comes first from the opportunity to speak English with the pupils rather than feeling obliged to use the foreign language and, second, from the fact that pupils can contribute to the knowledge created in the classroom from their own experience, rather than being limited to accepting the knowledge of the foreign language which only the teacher has.

- It is not intended that any psycho metric evaluation should take place, as this would not do justice to all the aims of the course.

2.5 Staff

Some but not all of the staff teaching the course have studied linguistics at degree level. One teacher had been introduced to the notion of language awareness courses during the PGCE year.

The course was planned and developed entirely within the school, almost exclusively by language teachers but with some help initially from Remedial Department teachers. The system of rotation of classes through teachers allows each to concentrate on two or three modules and the re-writing of the course in Spring 1983 was done by allocating modules to individual teachers.

2.6 Reactions to the course and plans for the future.

Interest in the course has been expressed by the new Head of English.

Parental Response.
Initially, due to lack of familiarity with the aims and methods of this type of course, some parents expressed reservations. Now, most parents are both sympathetic and encouraging in their response.

Response from other departments.
There has been considerable interest and support from the Humanities Faculty.

It is hoped to continue running the course, with some possible modifications and perhaps the involvement of the English Department.

3. An afternoon of Introduction to Language
(report by an external observer)

The first term modules are Geography of Europe, Language Families and Language Awareness. A visit on one Wednesday afternoon in November allowed me to see examples of all three modules. I am grateful to the pupils and teachers involved for an interesting experience.

The first lesson, under the title Language Awareness, treated the topic of loan words. After the pupils had settled down and the visitor - who had come to watch "like the Dutch visitors a few weeks ago" - had been introduced the teacher reminded them how last week they had talked about languages changing, how some languages die, how others, like Welsh, almost died. When a language is revived, explained the teacher, it often needs new words for modern inventions, new ideas. Welsh which almost died when English settlers went to Wales, was revived and needed to borrow words from English. So now we are going to listen to a bit of Welsh and pick out the English words. (The pupils were not at all surprised by this introduction of Welsh; the teacher has in fact a Welsh-speaking husband who has been an invaluable resource). So listen to the tape and see how many of the 31 loan words you can hear; some will sound like English, others will be less easily recognisable.

We got out our paper and pen and listened. My neighbour, on the

first attempt at the tape which lasted about two minutes, got about 12 words, whereas I only managed 6, including 'rugby' and 'school'. At the second attempt, after the teacher had got a show of hands to determine how many pupils were hearing, my neighbour got more than 20. Then we heard the same story, - of two boys leaving school and having a quick game before arriving home to tea, - in English. Finally we heard the speaker read out the 31 loan-words in Welsh and in English, and we ticked our lists. The final show of hands demonstrated that 4 - 5 pupils had heard more than 20, 4 - 5 had less than 10, and the other 12 - 15 had recognised about half the words. In the final minutes of the lesson the teacher explained how people in Wales had wanted to revive the language in order to maintain the culture, how English had been forced on school pupils in the nineteenth century, and how they were punished for speaking Welsh.

For homework, we have to make a list of 15 words which our ancestors in 1660 would not have known. And so the bell rang and we went to the next 35 minute lesson on 'Language Families'.

The second lesson began with a reminder, by question and answer, of how last week in this lesson we had established two groups of languages from listening to and then seeing the spelling of the numbers 1 - 10 in French, Spanish, Italian, German, Dutch and English. The teacher had prepared for the lesson by writing the first lines of the Lord's Prayer on the board in French, Italian and Spanish. The main part of the lesson consisted of looking and noticing similarities in the three versions. The teacher's main problem in the lesson was stemming the tide of enthusiasm. Pupils volunteered their observations more than readily and the teacher then numbered the words in each version which looked similar. There was disappointment when he stopped them after 12. To complete the activity, the teacher asked what they had seen from these comparisons and one of the pupils reviewed their observations of the connections between the three languages last week and this.

At this point the teacher rolled up the board and produced versions of the Lord's Prayer in German and Dutch. He dictated the English version and the pupils copied the other two. This revealed the range of language ability in the class, where some pupils had difficulty with the dictation and yet those same pupils had been contributing accurately to the earlier observations and would probably be able to handle the homework: to number the similarities in the same way in the three Germanic versions.

The last lesson, after break, lasted 70 minutes and was 'Geography of Europe' with a different group of pupils. For homework, pupils had been asked to discover the meaning of EFTA and which countries belong to it. This provided the first stage of the lesson, as the list was checked and corrected in exercise books. The next stage was to introduce the label Comecon and to establish from pupil sugges-

across the Curriculum project, which started in 1978. This formalised and focused work already underway on the school's language policy and, as a cooperative venture, also established the continuing link between the school and the Division of EFL/ESL at the nearby Ealing College of Higher Education (hereafter ECHE) (See 2.1 below). The project has been documented in a College report (ECHE, 1980).

2. The Leap Project: background

2.1 Origin and participants

For some time, a group of teachers at Villiers have been working very specifically on increasing staff links between Villiers and its feeder middle schools. In 1982 this group decided to formalise and focus this work around the area of language.

A small project team was formed consisting of the heads of the Biology, English, ESL and Geography departments, plus the head of the Humanities Faculty at Villiers and myself from the EFL/ESL Division at ECHE. Several, including myself, had been involved in the previous Language across the Curriculum project at the school. We chose to work with two local middle schools, who already had well-established links with Villiers.

2.2 Assumptions

Members of the LEAP group, having already established links with feeder middle schools, had gained the impression that while there was a 'language gap' of sorts experienced by pupils as they transferred from one school to the next, its nature was not necessarily predictable. Maybe it did not invariably constitute a progress but rather a regression. We tested this idea informally by collecting early second-year written work at Villiers across a range of subjects and found a large amount of blackboard copying and written answers to closed questions. This was in contrast to the more varied and creative types of writing seemingly required by many middle schools.[1] The project has therefore proceeded on the assumption that while there presumably is a 'language gap', its nature is complex and not necessarily determined by a transition from the 'easy' to the 'difficult'.

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1 This may be one facet of P Davies' assertion, developed in another of these papers, that 'more time is spent on language study in primary schools than in secondary'.

2.3 Aims

2.3.1 To examine the difference in demands made on pupils in their receptive and productive use of language, between the last year of their middle school and their first year at Villiers High School. (We have called this the 'language gap', hence LEAP.)

2.3.2 To look at this language gap with particular reference to English, Geography and Science.

2.3.3 In connection with 1 and 2, to look particularly at pupils' writing.

2.3.4 In the light of the understanding gained, to discuss, encourage and develop relevant changes in classroom methodology.

2.3.5 By implication, to contribute to the working of the language policy at Villiers, to the strengthening of links with its feeder schools and in general to foster the professional development of the teachers involved in the project.

2.4 Rationale

We do not see LEAP as the type of research project which can be defined in terms of aims and product or described in terms of a statistically measurable result. This may be regrettable on one level but we believe our work has a value which, even if difficult to quantify, is nevertheless real.

Our aims are directly related to the language policy of Villiers High School, current work there on teacher development, the establishment of closer links with feeder schools and the implementation of changes in the second-year (the 'new intake' year) curriculum. Thus our desire to keep LEAP within properly planned boundaries is balanced by developments within the school. Every so often it becomes apparent that we, as a group of sort of language 'experts', can contribute more effectively to these developments by making modifications to the Project. We believe that LEAP exists to serve the schools in which it operates rather than as a rigorous academic study. It would not in any case be possible to organise such a study, given that the project team, as busy practising teachers, have neither sufficient expertise nor time to do so. Their skills and responsibilities lie elsewhere. Thus we have to be honest and realistic about our ability to produce a study with definably valid 'findings' and to do the best we can with very limited resources and very small samples.

The main value of the Project is to the participants. The experience of reflecting on one's teaching, in an organised way and with colleagues, can only be beneficial, both to individuals and to

schools.[1] The interest of more staff, the dissemination of findings around the school and our involvement in another area of staff development (see 3.2.1. below) bear this out. At a time when resources and support for new initiatives in education are severely limited, we believe that a study of this kind, by teachers who are working with other teachers, is, in spite of the problems it poses, of great practical value.

3. Planning the Project

3.1 Collection of Data

In preparation for the summer and autumn terms of 1983, we made the following decisions:

- to observe at least two final-year English, Geography and Science sessions in each of the two feeder schools and to make video recordings of these whenever possible.
- to do likewise early in the autumn term at Villiers.
- to choose, from each of the two feeder schools, three 'middle-range' pupils due to start at Villiers in September 1983 as subjects for individual study. A range of their summer term writing to be collected ready for comparison with their early second-year work at Villiers. Their early progress there, in terms of the project's interests, to be monitored and compared with their summer term's work in the middle school.

3.2 Describing the Data

3.2.1 Classroom Observation

The LEAP group discussed a number of approaches to classroom observation, both published and locally developed, e.g. at ECHE for the training of EFL/ESL teachers. We produced an experimental observation framework for members of the group to use on visits to the feeder schools.

Meanwhile however, the Language across the Curriculum group at Villiers started to make video recordings of certain classes. When these were played back to interested teachers, LEAP people who were present noticed that the audience, not being accustomed either to looking at such recordings or making an assessment of classroom teaching in terms of language, found it impossible to describe usefully what was going on in the recordings.

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1 See G Donmall's comments on acquiring the capacity for classroom observation in: Some Implications of Language Awareness Work for Teacher Training.

This new framework consisted of a simple report sheet enabling the observer to record chronologically the progress of the lesson and to note the language and study activities to which each stage gives rise.

3.2.2 Describing and assessing written work

Only in the case of the six feeder school children mentioned in 3.1 do we intend to look in detail at the writing which is required of and produced by pupils across 'the language gap'. We have therefore drawn up a series of headings under which teachers can describe and assess, in a minimum of time, these pupils' written work.

We are obviously interested in the writing of all the children whose classes we record, but this is in a more general sense and will be reported on in the context of the overall observations.

4. Progress to date

4.1 Data from the feeder schools

We observed and video-recorded one or two middle school classes at the end of the summer term, but not nearly as many as we had planned. This was largely because the bulk of our data collection occurs just at two times in the school year when teachers are particularly busy, namely the beginning and the end. This affects both the LEAP observers and the teachers they are trying to work with.

4.2 Data from Villiers Second-year

We have succeeded much better with observing classes and collecting work at Villiers, since most of the project group are based there and are themselves working with the pupils concerned.

5. Results

Since we are still collecting information, it is not possible to give a final report on our findings. We have however gained a number of impressions about the 'language gap' and these are described below.

5.1 Classroom organisation

In the four subject areas of English, ESL, Geography and Science, early second-year lessons are not so far removed from those in late middle school. They contain a high proportion of activity-based tasks where the learning derives from what pupils are doing just as much as what the teacher is saying.

5.2 Written work

The writing tasks required of pupils in these four areas showed variety in terms of opportunity for creativity and of text type. This too mirrored what we had seen of the work in the two middle schools, where we were impressed by the level and variety in both style and content of pupil's writing. On the other variables concerned with our study of written work, we are not yet able to comment.

5.3 Interpretation

What we appear to have observed may have arisen for a number of reasons. For example, the teachers concerned are making a conscious effort to continue at least temporarily what they consider to be middle school learning patterns, or, this is naturally how they would introduce their subjects to this year group, or, they have thought about the copy-writing we discovered last year (see 2.2.).

It also has to be borne in mind that we have only been working with two middle schools and with a small group of teachers. It may well be that teachers who agreed to work on LEAP teach in a particular way. All we can say at present is that we are not yet in a position to judge the reasons for our impressions.

6. The way forward

6.1 Problems

6.1.1 The main problem for the teachers working on LEAP has been time, particularly since several are already involved in other developmental work. Classroom observation, collecting pupils' work from other colleagues, describing, collating and reporting on findings, arranging for your own teaching to be covered in order to spend a morning in another school, these are all time-consuming activities for people who already have heavy commitments.

6.1.2 A secondary problem arose from the need to collect data from different schools. Coordination sometimes proved difficult to achieve.

6.2 Possible solutions

What is needed is a research assistant who can collect the data and coordinate the work actually on-site. In the present climate this is of course a pious hope, although it is always worth pressing for such assistance.

We are considering involving students on teaching practice, by asking them to observe the classes in which we are interested and to

collect up the writing of the LEAP pupils. This would also have an advantage for them by providing a structured framework for reporting on some of their school experience.

6.3 Hopes

6.3.1 The language gap between middle and secondary school is clearly a matter of great interest for many teachers. It is a matter of regret that because of our slender resources, we have not yet discovered as much about it as we would have liked. However, as this academic year progresses we shall continue to observe and record second-year classes at Villiers and to monitor the written work of the six chosen pupils (see 3.1 above). We also hope to strengthen the links with the two feeder schools so that they can participate more fully in the data collection required in the summer term of 1984.

6.3.2 Through our efforts to increase language awareness among teachers we hope to continue to contribute to the programme of classroom observation among colleagues at Villiers and thus to the ongoing programme of curricular and professional development in the school. We also hope to increase the fruitful contact between secondary and middle school teachers.

(Alison Piper)

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